

Large

THE AMERICAN

School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

UNIVERSITY
OF MICHIGAN

APR 30 1952

PERIODICAL
READING ROOM

In This Issue:

- ★ The Legal Status of Local School Boards—*Remmlein*
- ★ Are You a Superior
School Board Member?—*Lamers*
- ★ Progress in School District Reorganization—*McIntyre*
- ★ The Administrative Control of Blank Forms—*Knauth*
- ★ School Board Associations Face New
Responsibilities—Are We Ready?—*Tuttle*





WILKINSBURG HIGH SCHOOL
Wilkinsburg, Pennsylvania
Architect: Sorber & Heane
Elec. Engineer: H. Lentz
Elec. Contractor: Martin & Murray

PERFECT GRADE

IN EVERY ASSIGNMENT

with **PITTSBURGH PERMAFLECTOR**
LIGHTING EQUIPMENT

If a school's lighting were graded by standards as exacting as those applied to its students, most schools would "flunk" in meeting the accepted levels for classroom illumination.

Good lighting is an important tool of education; visual ease contributes much to proficiency in learning. That's why schools like the Wilkinsburg High School select Pittsburgh Permalector Lighting Equipment. This line gives the right Fluorescent and/or Incandescent lighting needed for each individual teaching area.



GRADE YOUR SCHOOL'S LIGHTING!

Where would your classroom lighting rank, if graded by accepted standards? Write for the booklet "Grade Your Lighting" and see!



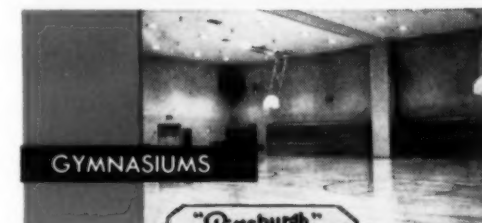
CLASSROOMS



LABORATORIES



OFFICES



GYMNASIUMS

PITTSBURGH REFLECTOR COMPANY

410 OLIVER BUILDING PITTSBURGH 22, PENNSYLVANIA

Permalector Lighting Engineers in All Principal Cities



PITTSBURGH PERMAFLECTORS ARE DISTRIBUTED BY BETTER ELECTRICAL WHOLESALEERS EVERYWHERE

THE AMERICAN School Board Journal

A Periodical of School Administration

VOL. 124

NO. 5

May
1952

Published on the 25th of the month preceding the date of issue by **THE BRUCE PUBLISHING COMPANY**, 400 North Broadway, Milwaukee 1, Wisconsin • **CENTRAL OFFICE**: 20 North Wacker Drive, Chicago 6, Illinois • **EASTERN OFFICE**: 225 Broadway, New York 7, New York.

Copyright, 1952, by The Bruce Publishing Company. — All rights reserved. Title registered as Trade Mark in the United States Patent Office. Entered as Second-Class Mail Matter, March 17, 1891, at the Post Office at Milwaukee, Wisconsin, under the Act of March 3, 1879. • **SUBSCRIPTIONS**. — In the United States and Possessions, \$3.00 per year. In Canada and countries of the Pan-American Union, \$3.00. In Foreign Countries, \$3.50. Single copies, not more than three months old, 35 cents; more than three months old, 50 cents. Sample copies, 35 cents. • **DISCONTINUANCE**. — Notice of discontinuance of subscription must reach the Publication Office in Milwaukee, at least fifteen days before date of expiration. • **CHANGE OF ADDRESS**. — When you have a change of address kindly report it to us at once. Send us your old as well as your new address and be sure the Postmaster is notified. New Postal Regulations restrict service on magazines to be forwarded to you to two issues only. • **EDITORIAL MATERIAL**. — Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith. • The contents of this issue are listed in the "Education Index."

CONTENTS

School Board Associations Face New Responsibilities — Are We Ready?	Edward M. Tuttle	5
The Legal Status of Local School Boards	Madaline Kinter Remmlein	25
The Legal Status of City School Superintendents	John B. Geissinger	28
Teachers' Salaries and Professional Growth	Howard M. Aker	29
The Law, the Teacher, and the Child — VI	Milton J. Cohler	31
A School Shop That Functions		33
Are You a Superior School Board Member?	William M. Lamers	34
Initial Orientation of the New Teacher	William Conklin	38
Objective Teacher Selection Without Examination	Frank G. Tait	39
The School Administrator Looks at Teacher Adjustment	Sister Mary Amatora, O.S.F., Ph.D.	41
What About Using the Income From the Nation's Undersea Oil Reserves for Education?	Elaine Exton	43
Refinishing Wooden Floors	Dave E. Smalley	45
Progress in School District Reorganization	Kenneth E. McIntyre	47
Western Community Builds Low Cost High School	Clarence R. Spong	51
The Lower School of Milton Academy		54
Duluth Builds a New School	Alvin T. Stolen	57
The Administrative Control of Blank Forms	E. Frederic Knauth	89
Triangular Tables for Schools	Patricia Watson	92

EDITORIALS:

School Policy and Personnel	50
No Comment Needed	50
Textbook Troubles	50
An Old Story	50

DEPARTMENTS:

School Law	65
Personal News	68
School Administration News	73
School Board News	78
After the Meeting	78
New Publications for School-Business Executives	86
News of Products for the Schools	102

only

Adlake

aluminum windows

offer these two
weather-protection
features:

1. woven pile
weather stripping
and
2. exclusive
serrated guides

When you install **ADLAKE** Aluminum Windows, you can count on a perfect weather seal. Wind, rain and cold drafts are baffled by **ADLAKE's** exclusive combination of snug woven-pile weather stripping and patented serrated guides—and this protection, together with **ADLAKE's** famous finger-tip control, will last through the entire life of the building!

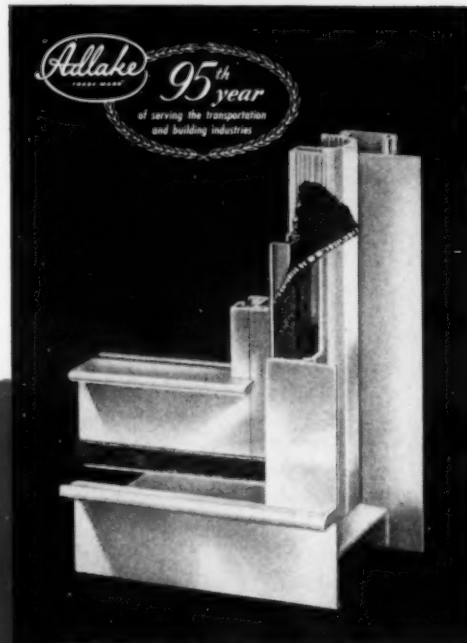
Because they eliminate all maintenance costs, and keep their beauty and efficient operation with only routine washing, **ADLAKE** Aluminum Windows ultimately pay for themselves! Yes, for economy . . . for performance . . . for

lasting good looks . . . **ADLAKE** Windows set the standards, in both replacement and original installations.

Get the whole story on **ADLAKE's** advantages today! **ADLAKE** Representatives are in most large cities.

ADLAKE ALUMINUM WINDOWS GIVE YOU ALL THESE "PLUS" FEATURES, TOO:

Minimum Air Infiltration • Finger-tip Control • No Warp, Rot, Rattle or Stick • Ease of Installation
No Painting or Maintenance



THE **Adams & Westlake** COMPANY

Established 1857 • ELKHART, INDIANA • New York • Chicago

School Board Associations Face New Responsibilities—Are We Ready?

Edward M. Tuttle

In closing my report to the annual convention of the National School Boards Association last February, I ventured to look at what lies ahead in the school board association movement. Readers of the JOURNAL are entitled to consider these views no less than the audience of 500 board members from 35 states which received the report firsthand.

We're Beginning to Get Ready

Among other things, I said: "Every person in this room is aware to a greater or less extent, depending on his contacts and background, that there is a rising tide of public interest in the public schools of this country. It goes without saying that for better or for worse, school boards stand at the very heart of all this discussion. My question is, are we ready to meet the added responsibilities and opportunities which this renaissance in public education is inevitably bringing? And my answer, based on the widespread observation which it has been my privilege to enjoy as your executive secretary, is that by and large we are just beginning to get ready, but that we have at hand the machinery with which to work. This machinery is our school board association movement, state and national.

"The time has come for us to recognize in this movement something more than a helpful device for our own improvement. School boards hold legal responsibility for the quality of public education in this country. That quality is manifest at every local level, rural and urban. It is reflected at the state level by the adequacy of the statewide educational program. It is focused nationally by the sum total of the progress that is being made in school finance, building construction and equipment, teacher supply, curriculum adjustment, and a whole host of other problems with all of which the American people are vitally concerned because they supply the children to be educated, they pay the bills, and they absorb the product of the schools into the social, economic, and civic life of the body politic."

Increasing Obligations

"No longer are school boards going to be permitted to operate in exclusive isolation, and if we are smart we will take the

lead in extending co-operation rather than wait until we are pushed into it.

"We are going to have to stand up and be counted whenever and wherever questions arise regarding our public schools.

"We are going to need countless facts about school conditions, local, state, and national, which we do not now as a whole possess.

"We are going to have to understand better than we do the process of universal public education and why it is so vital to the future welfare of our representative democracy.

"We are going to have to meet more courageously those selfish pressures for preferential favors which are contrary to our commitment, to operate the schools without fear or favor, in the interest of all the children of all the people.

"We are going to have to learn to recognize certain vicious and insidious attacks upon our public schools from forces which do not want our future citizens intelligently equipped to maintain a free economy and

ENDURING VALUES

*The great use of life is to spend
it for something which outlasts it.*

— WILLIAM JAMES

Persons are privileged who spend their lives building something which will endure when they have passed. Perhaps parents and teachers come as close to this goal as any. They live on in the lives of those whose growth and development they help to guide with love and devotion. But members of school boards during their terms of service, whether brief or extended, have the opportunity to use that part of their lives in building something of value which will outlast them. There is great satisfaction in knowing that one has contributed to advance an educational program and school facilities to new levels of effectiveness and efficiency in the service of a community. In the long run, better schools mean better citizens for the future. They create enduring human values and help us to guarantee "that government of the people, by the people, for the people, shall not perish from the earth."

— E. M. T.

self-government in these United States.

"We are going to have to examine with open minds honest criticisms of our schools from whatever source they come.

"We are going to have to learn to accept, nay, even to initiate and encourage, offers of assistance from citizens and professionals to the end that the entire community shall participate in the formation of educational policies.

"Through all of this we are going to have to carry the responsibility which is legally ours to make the final decisions in the light of all the facts solely in the best interests of those whom the public schools are designed to serve."

Our Associations Point the Way

"I submit again that school boards as a whole are just beginning to realize the implications of these things in relation to their own local operation. This realization is coming through the contacts established by membership in school board associations. Let us redouble our efforts to develop in every state at the earliest possible moment a school boards association which will embody in greatest measure standards of independence, an adequate working budget, 100 per cent membership, a full-time executive secretary, effective media of communication, stimulating statewide and regional meetings, co-operation with other state organizations concerned with or interested in the public schools, and affiliation with the National School Boards Association.

"And let us build the National Association through the state associations to the point where it will render maximum service to its federated membership and will truly become the voice of the school boards of America in the co-operative councils and conferences which take place at the national level.

"Committed to the belief that America's future depends more upon the character, abilities, and attitudes of its oncoming generation than upon any other single factor, let us tirelessly work together to develop our unique system of universal public education, locally controlled and operated under state authority, to the highest degree of attainment possible with the complete co-operation of an awakened public."

Be Right!



Specify OLD FAITHFUL PRODUCTS

For over a century The American Crayon "Old Faithful" line of school art and craft supplies have been used and enthusiastically endorsed by teachers and administrations the world over. Every single Prang-Old Faithful product carries their guarantee of the highest possible quality and user satisfaction—Be Right—Specify Prang-Old Faithful Products on your next supply list!

IT'S FREE! Write for beautifully illustrated catalog showing our complete range of materials and suggested uses. Dept. AJ-44.



The American Crayon Company
Sandusky, Ohio New York

School Board Associations

Steel Allocations Picture Brightens

Word has been received through the National Conference for Mobilization of Education (MOE) that the Defense Production Administration announced on March 24 that a total of 145,000 tons of steel would be allocated to the U. S. Office of Education for educational construction purposes during the third quarter of 1952. Of this amount, 115,000 tons have been earmarked for the construction of elementary and secondary schools and 30,000 tons for higher education. The third quarter allotment, which is 17,000 tons higher than that for the second quarter, may be sufficient to permit the construction of essential projects and facilities at all levels of education.

As a result of the increased steel allocations, approximately 500 school projects which have been deferred because of lack of materials will immediately receive construction permits and allocations of critical materials for the third and fourth quarters of this year. School officials who receive these permits and allocations, which will be issued by the U. S. Office of Education, may proceed immediately with the preliminary work of clearing sites and excavating, and may also place orders for controlled materials.

In announcing the over-all increases in materials for the third quarter, Manly Fleischmann, DPA Administrator, noted that "the present easing in the supply provides a welcome breathing spell, but we should keep in mind that it could be temporary. A slight tightening of demand could easily throw the balance the other way." However, the situation looks a good deal better than it did back in the closing days of 1951 when so great an effort was needed to secure additional steel for school construction. Each quarter of 1952 has brought increased allotments until it appears that practically all new applications will be given permits much more promptly than in the past.

Self-Certification to Be Increased

For some time, conferences have been in progress between officials of the U. S. Office of Education, the Federal Security Agency, and DPA with regard to the development of a self-certification plan which would permit elementary and secondary school construction projects requiring a total of not more than 50 tons of steel to be "self-certified." Under this plan, school officials would be permitted to go ahead with construction using up to 50 tons of steel without filing an application for authorization to construct. Such a self-certification plan would probably eliminate about one third of the applications for materials currently

being filed with the U. S. Office of Education. An official announcement of this extended self-certification plan, to begin with the third quarter of 1952, is anticipated soon, and will probably have been made by the time this article appears in print.

Construction Problems Still Exist

Two considerations remain in the construction picture which must be recognized. The first is that next September will probably bring the most critical shortage in schoolhousing because of the flood of over 1½ million new pupils who will be entering the first grade and because the limitations on building materials during the last half of 1951, and the first half of 1952, made it impossible for many boards to start construction in time to have it completed by the opening of schools in the fall of 1952.

The other and more deep-rooted problem is that many districts are encountering great difficulties in financing needed school construction. As some authorities put it, there will probably be enough steel and other materials to build all the new schoolhouses for which the money can be provided. Statutory limitations on bonding and on tax rates against antiquated assessment rolls are making it impossible for some districts to build, even when the people and the school boards are ready and willing. Whether the ultimate solution in any given situation lies in relaxing existing limitations, or in securing financial aid for school construction from state sources, or from the Federal Government, or in some combination of any two or all three of these methods, it is clear that this is going to take a lot of time, study, effort, and patience on the part of school authorities. Meanwhile, a generation of American children is growing up for many of whom less than adequate educational facilities will be provided. This is terribly serious from every standpoint. We must do our level best to correct the situation at the earliest possible moment in each and every district where shortages in facilities exist. Let's pledge ourselves to do no less!

Progress Toward National Council for Accreditation of Teacher Education

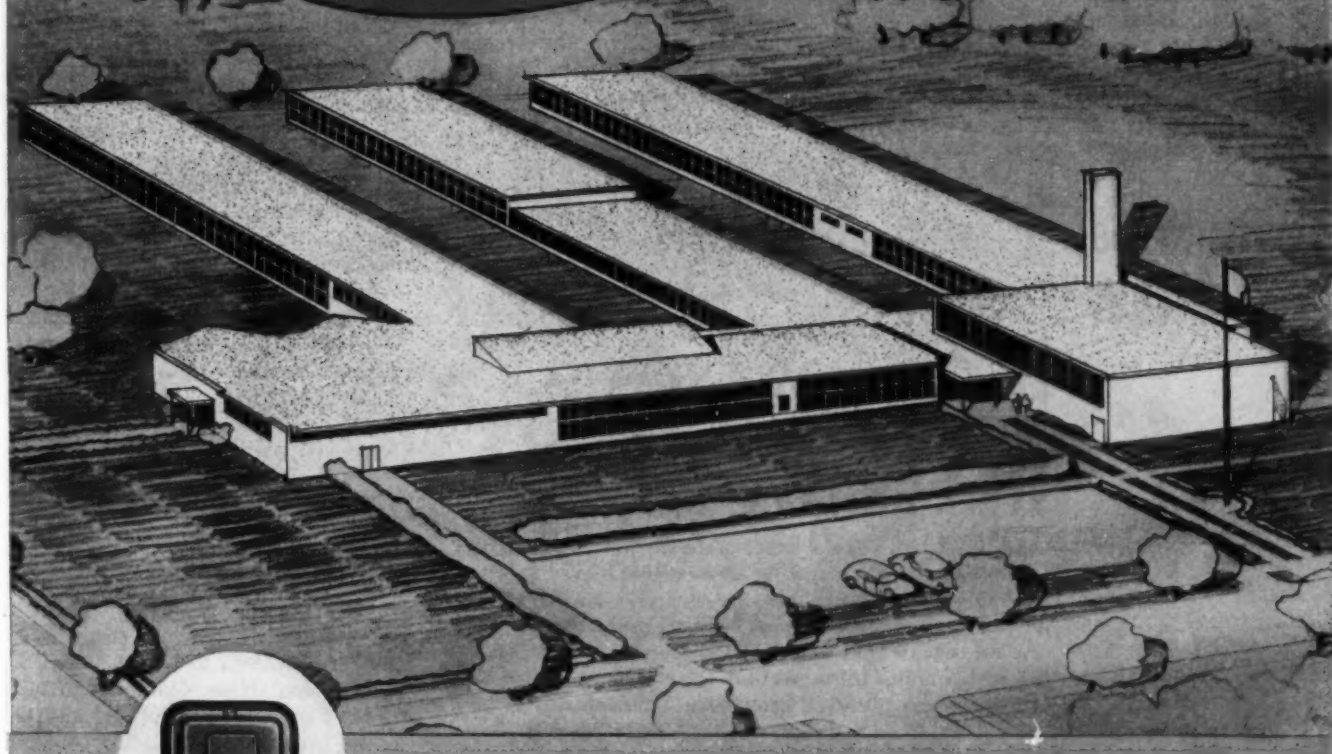
An all day meeting was held in Washington, D. C., on March 22 by representatives of the five national organizations which for the past year have been considering the formation of a joint National Council for Accreditation of Teacher Education (N.C.A.T.E.). I represented the N.S.B.A. at this meeting during which considerable progress was made in formulating

(Concluded on page 8)

BLOOMINGTON, MINNESOTA, ELEMENTARY SCHOOL

Another prominent
UNIT VENTILATOR CONTROL
installation by

POWERS



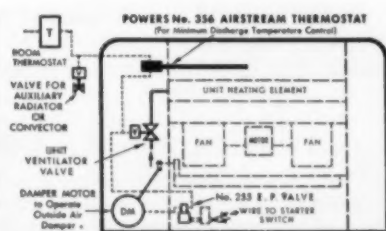
Architect: Eugene D. Corwin • Consulting Engineers: Gausman & Moore
Heating Contractor: E. R. Johnson Plbg. & Heating Co. (all of St. Paul, Minn.)

Comfortable Classrooms under severe weather conditions are assured in Bloomington's modern school. No expense has been spared in giving children and teachers the best of heating and ventilating equipment for classrooms and gymnasium.

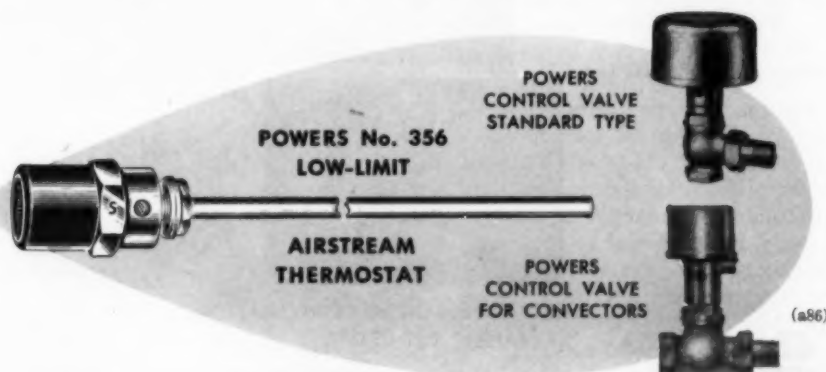
Greater Simplicity and dependable operation of Powers controls for Unit Ventilators in classrooms appeal especially to operating personnel.

Because of its superior design a Powers Low Limit Thermostat requires no auxiliary devices to supplement its accurate control of unit ventilator discharge temperature. Once set for the proper temperature it requires no readjustment—there are no fine restrictions to be serviced. Contact our nearest office for further information about its superior features. There's no obligation.

75 Powers Day-Night Thermostats here control 117 Diaphragm Valves in Unit Ventilators and Convectors.



Unit Ventilator Control by Powers



(a86)

Established in 1891 • THE POWERS REGULATOR COMPANY • SKOKIE, ILL. • Offices in Over 50 Cities

SCHOOL BOARD JOURNAL for MAY, 1952

School Board Associations

(Concluded from page 6)

definite plans for bringing the Council into being.

This joint Council will consist of 21 members, appointed for three-year terms, no individual to serve for more than two consecutive terms. The legal state education agencies will be represented by six members, three appointed by the National Council of Chief State School Officers, and three by the National Association of State Directors of Teacher Education and Certification. Both of these organizations have

officially approved affiliation with the Council.

The practitioners of the teaching profession will be represented by six members appointed by the National Commission on Teacher Education and Professional Standards of the NEA to include a broad cross section of the profession in the field. The Commission has endorsed the plan and it only awaits approval by the Delegate Assembly of the NEA at its meeting in Detroit in June, to be followed by final action by the Commission in August.

For its Schools **Ohio** also Prefers

KEWANEE

STEEL BOILERS

Like practically every other state in the Union, Ohio has definitely gone Kewanee when it comes to selecting heating boilers. In every large city, and in most smaller communities, one finds Kewanee providing dependable heat for buildings of all types and sizes. The three Ohio schools pictured are typical examples.

STREETSBORO TOWNSHIP SCHOOL
Streetsboro, Ohio
C. G. KISTLER, Architect and Engineer
Stoker Fired Kewanee "C"
installed by
AUGUST ANDERSEN & SONS

ROOSEVELT HIGH SCHOOL, Kent.
C. G. KISTLER, Architect and Engineer
Kewanee Type "C" installed by
AUGUST ANDERSEN & SONS

NORTH STREET SCHOOL, Rittman
SPAHN & BARNES, Architects
VINCENT EATON, Engineer
Kewanee Type "C" installed by
KRAUS PLBG. & HEATING CO.



Two stoker fired Kewanees
in the Roosevelt High School

KEWANEE BOILER CORPORATION
KEWANEE, ILLINOIS

Division of AMERICAN RADIATOR & Standard Sanitary Corporation



Serving home and industry

AMERICAN STANDARD • AMERICAN BLOWER • ACME CABINETS • CHURCH SEATS • DETROIT LUBRICATOR • KEWANEE BOILERS • ROSS HEATER • TONAWANDA IRON



The teacher-education institutions will be represented by six members appointed by the American Association of Colleges for Teacher Education (A.A.C.T.E.) which approved affiliation at its meeting in Chicago in February 21-23. This was a momentous decision since the A.A.C.T.E. is now the major accrediting agency of the teaching profession and it will be giving up the exercise of this function by itself in favor of operation by the joint Council. The Association plans to select two of its six representatives from colleges of education in universities, two from single-purpose teachers colleges, and two from church-supported liberal arts colleges, one Protestant and one Catholic.

The lay public will be represented on the new Council by three members appointed by the National School Boards Association which approved affiliation at its 1952 Convention in St. Louis as reported in these columns last month. The inclusion of lay representation in an accrediting procedure of this kind is a new and significant step. The N.S.B.A. deems it an honor and privilege to be invited to serve in this capacity.

At the March 22 meeting of the temporary committee on organization it was felt that it will now be possible to call the Council itself into being in September, 1952, which will give ample time for the formulation of policies and the setting up of procedures by the target date of July 1, 1954 at which time the N.C.A.T.E. will take over sole responsibility for the accreditation of teacher education in this country.

The committee also voted to recommend to the Council, when formed, that it assume as its initial list the 250 or so institutions now accredited by the A.A.C.T.E., and that it use the standards which have been painstakingly developed by the A.A.C.T.E. as the basis for its own standards to be formulated through continuous research and through consideration of recommendations of all organizations concerned with the improvement of the preparation of teachers.

Much more could be said about the importance of the creation of this joint National Council for Accreditation of Teacher Education, but the above should suffice at the moment to acquaint readers with the plan. The inadequate supply of qualified teachers is perhaps the most critical problem today in education and one of the hardest to solve. There is definite need for establishing a professional accrediting agency on a nationwide basis. The joint N.C.A.T.E. is to become that agency.

CITIZENSHIP DAY APPROVED

The 17th of September each year has been designated as Citizenship Day in commemoration of the signing of the Constitution of the United States on September 17, 1787.

The office of the United States Attorney General has recommended that this date be observed by educational authorities in schools and colleges, as well as by civil and patriotic organizations.

The Legislatures and the Courts —

THE LEGAL STATUS OF LOCAL SCHOOL BOARDS

*Madaline Kinter Remmlein**

PART I: THE BOARD AS A CORPORATE ENTITY

Public education is a governmental function belonging to the states. Legislatures of the various states have enacted school laws creating or permitting the creation of school districts and delegating certain authority for a degree of local autonomy within the scope of standards fixed by the state constitution and enactments thereunder by the state legislature.

Local school districts are established by legislatures as subdivisions of the state, as agencies of the state government to execute the state's educational policy. They are incorporated by law for that particular purpose. They have the powers delegated to them by the state government expressly or by necessary implication. Powers of a school district are more limited than those of most municipalities; in fact, school districts are sometimes referred to in law as quasi-municipal corporations, meaning that they are like municipal corporations but not quite equal to them.

No distinction is made between the powers and duties of a school district and those of its school board. The school board is the governing body of the school district. The school board exists as a body, separate and distinct from the individuals composing it. The members individually are not the board; only collectively acting as a board do they have legal status, unless the board collectively delegates to a member the

power to act for it in a specific circumstance. Many state laws require the school board to act only when convened as a board, especially to conduct certain kinds of board business. Even in the absence of such a law, however, general legal principles give validity to acts of such a governing body only when the decision to act has been reached by deliberation of the members or a quorum of the members. An individual school board member has no personal power. Hence reference is made to the board's corporate powers and duties.

Powers of School Boards

The powers of local school boards are sometimes classified as quasi legislative or rule-making, quasi judicial or discretionary, and administrative or ministerial. The classification has purpose, since each cat-

egory is subject to a different kind of judicial control. It is the primary objective of this article to define and illustrate the powers, duties, and liabilities of school boards and to show the extent of judicial control to which each is subject.

Any function of a school board in which it has the power to exercise subjective choice is a discretionary matter. Courts will not interfere with the exercise of discretion unless the school board abuses its powers. Discretion is abused when the board acts arbitrarily, wantonly, oppressively, or unreasonably. One who challenges the exercise of discretion has the burden of proving its abuse, since the court will presume that the school board acted validly until it is proved otherwise. If the board is proved to have abused its discretion, its action is invalid. In such a case, personal liability may possibly attach to board members. However, even when the board may have made an error in judgment, it is not liable for resulting injury so long as the action was taken in good faith and was within its discretionary power.

If a school board having discretionary powers in a particular subject matter fails to exercise its discretion, the court may grant mandamus to compel a decision; but it will not issue an order compelling the board to make a particular decision when the matter is within the board's discretion. The court may, however, compel the board to reach its decision by a prescribed procedure.

If a procedure is required by statute, the board must follow that procedure. If no procedure is prescribed by statute, the board must follow the principles of common



*Alexandria, Va. This article is based on part of the author's book to be published by McGraw-Hill.

law; for example, it must conform to the principles of due process of law. The chief requirement of due process is notice and an opportunity to be heard. Notice and hearing are required in the exercise of certain powers but not of others unless required by statute. It has been held that tax assessments and the determination of just compensation for private property taken for public use are sufficiently judicial in nature as to require notice and hearing. On the other hand, many matters involving discretion are not sufficiently judicial as to require notice and hearing; for example, the determination of the existence of certain circumstances in which event a contingent law goes into effect.

Some statutes delegate to the local school board the power to determine when a condition exists and to effectuate the statute upon a finding of the existence of the specified conditions. This type of law is called contingent legislation. The state legislature blocks out a pattern on the basis of policy but makes its actual operation dependent upon future contingencies. The statutory controls go into effect upon the existence of certain conditions. The school board must make a finding that those conditions exist and put the law into effect for that reason. An element of judgment enters into the determination that the conditions exist but the act of putting the law into effect is not discretionary with the school board, since it has only the ministerial duty of declaring the existence of the pertinent conditions; thereafter it has no power as to whether or not the law shall be operative.

Ministerial Functions

Most school boards have other fact-finding duties also that are ministerial functions. They may be required to disclose certain information to the state school officers or to make certain reports. Even the duty of inspecting the schools falls into this category. It has an element of judgment in it but no subjective choice to determine whether or not an inspection is necessary or desirable.

Probably a large proportion of the school board's powers may be classified as rule-making. Interpretation of statutory provisions and the elaboration of rules and regulations of state school officers are included in this category. The promulgation of local rules of these kinds involves judgment on the part of the school board and in some instances might be called discretionary, but for the most part are really ministerial since they are merely the local implementation of statutes and state regulations.

On other subjects the local school board may have a greater discretionary power to make rules and regulations. It is valid for the legislature to delegate to local school boards the power to make local rules and regulations on subjects not covered specifically by statute. There are over-all advantages in delegated rule-making power

in comparison with having the legislature freeze the details into statutes. Local rules are more easily amended than statutes and it is easier to correct mistakes and to meet changing conditions, if the difficulty concerns local details rather than basic policies. When details are frozen into statutory enactments, the local school board is often faced with a dilemma: its hands are tied by the red tape of legislative details; it may have to choose between defeating the purpose of the statute and evading the letter of the law; it may be compelled to try to work the unworkable. The local school board can make the regulations more specific so that they are best calculated to attain the general statutory objective, because it is constantly in touch with the particular problems.

Local Regulations Have Effect of Law

Local rules and regulations have the force and effect of law provided they are not outside the scope of the board's jurisdiction, in which case they are void because they are *ultra vires*. Due process of law does not require notice and hearing before the adoption of regulatory rules. In practice a hearing may be granted; in fact, the statute may prescribe a hearing in some instances. These hearings, however, are for the purpose of securing information and giving those affected an opportunity to express their opinions. Hearings prior to the adoption of rules and regulations may facilitate compliance therewith since they disclose the purpose and the intended application of the proposed rules. Such a hearing, however, is not required by due process of law and the board need not accept suggestions offered in this kind of a hearing.

Rules and regulations of a school board for the local administration of the public schools are, in law, administrative provisions. They are in the nature of local legislation by the school board; they are the result of the exercise of the board's quasi-legislative powers. The power to promulgate rules and regulations for the internal administration of a corporation is an inherent power of any corporation. However, rules and regulations of a school board must be

suitable for the public school purpose and cannot be unreasonable or contrary to law. They must not allow arbitrary action in particular cases. Enforcement of the rules must also be reasonable and not oppressive. Courts will pass upon the reasonableness of a rule or regulation, although they will not pass upon the wisdom of a rule, provided it is within the discretion of the board.

"*Omnia praesumuntur rite esse acta*" is a legal maxim that means there is a presumption that all public officers have properly discharged their duties. In the absence of evidence to the contrary, a court will presume that a school board has neither neglected nor violated its official functions, has not exceeded its powers and has not acted illegally in doing any official act. The law presumes that when a school board acts it has acted in accordance with its authority and in compliance with statutory provisions. These presumptions may be rebutted by evidence to the contrary, but the evidence must be clear and competent.

Courts Have Certain Jurisdiction

It has already been stated that the courts will not pass upon the wisdom of local rules and regulations nor interfere with the legitimate exercise of the board's discretion. Nevertheless, the courts have jurisdiction to review many school matters provided the actions are properly brought and pleaded. The two most common types of action are mandamus and review or appeal.

Mandamus is an action seeking a court order compelling some action by a public officer or body. If there is no other legal relief available, the court will award a writ of mandamus to compel a school board to act in nondiscretionary matters; for example, if an injured party has a right of action for breach of contract, mandamus will not lie because the party has an adequate remedy at law.

Many school laws prescribe or permit appeal from a school board action to the state school officers. Ordinarily an aggrieved party must exhaust such administrative appeals before going to the court. However, if the school board's act is challenged as unreasonable or *ultra vires*, the court may grant mandamus on the ground that the administrative appeal is not adequate.

The reasonableness of a decision of the board is always subject to judicial inquiry and the courts will award mandamus to correct an unreasonable, arbitrary, or oppressive action of a board. Within these limits mandamus has been granted to compel school boards to perform their duties such as to pay salary to an employee, to provide schools and facilities, to exclude or reinstate pupils, to issue diplomas and to do other such ministerial duties. Much of the classification of the functions of school boards has been the result of judicial determinations as to whether mandamus will or will not lie, since generally it may be used with regard to ministerial

THE TEACHER'S PLACE

A teacher works in a sensitive area in a schoolroom. There he shapes the attitude of young minds toward the society in which they live. In this, the state has a vital concern. It must preserve the integrity of the schools. That the school authorities have the right and the duty to screen the officials, teachers, and employees as to their fitness to maintain the integrity of the schools as a part of ordered society, cannot be doubted. — JUSTICE MINTON in *Feinberg Case*.

When a Town Can Have No School Board—



Parents' Advisory Council in Oak Ridge, Tennessee.

Oak Ridge, the City of the atomic bomb, was built by the Federal government to provide homes for the people working in the production of atomic energy. It is a city of 31,000 people with 10 school buildings and 7,000 pupils enrolled. It does not have a board of education elected by the people. The Schools are responsible to the Office of Community Affairs. In lieu of a school board, the community provides a Parents' Advisory Council made up of representatives of each school, the Parent-Teacher Council, and the League of Women Voters. This group discusses many of the problems usually presented to a board of education and acts in an advisory capacity to the Superintendent.

From left to right seated: Mrs. H. E. Seagren; Dr. J. D. Gibson; Mrs. Paul Spray; Mrs. Logan Emlet; Mrs. L. M. Groeniger, Secretary; Mr. Jess Herndon, President; Dr. W. G. Fordyce, Superintendent of Schools; Mrs. J. L. Meem; Mr. Homer T. Branning; Mr. Eugene Williams. Standing: Mrs. R. W. Brothers; Mr. A. K. Bissell; Mr. Ross McGehee, and Mr. Ira Perryman.

acts and has only limited use in discretionary matters.

There is a technical distinction between a review and an appeal. Theoretically, a court reviews only the record and does not go into the merits of a case by hearing new evidence. An appeal, theoretically, may be a trial *de novo* in which new evidence may be submitted; the court is not restricted to reviewing the record.

When Review and Appeal Is in Order

Judicial review or appeal may be had on school board decisions regardless of whether the subject of the review or appeal is a discretionary or a ministerial matter, except that the court will not substitute its discretion for that of the board in matters in which the board has discretionary power. Failure of a board to perform its governmental duties does not create a liability that can be compensated in damages. If a party has been injured by the board's nonperformance, he has no remedy for his injury. No liability attaches to the board for errors in judgment in the exercise of its discretionary powers.

Persons dealing with a school board are expected to be aware of the limitations in the powers of the board. Individual private citizens have the same means of ascertaining the law as public officers. Their dealings must take cognizance of the board's limitations in a particular instance, if any, and the possible nonliability of the board

in particular circumstances.

Uncertainty as to the board's legal responsibilities arises most often in the field of contracts. One often hears comments to the effect that the school board cannot be sued, but this is true only of certain kinds of cases to be discussed later; it does not apply to actions for breach of contract. If the board breaches a contract, the injured party can sue for damages. Damages cannot be collected, however, unless the contract on which the action is taken is an enforceable agreement. The powers of the board to execute contracts, therefore, become an important issue because a contract outside the board's powers may not be enforceable.

A contract completely outside the authority of the board is void. This rule is limited by the theories of estoppel by recital, liability in quasi-contract and *quantum meruit*. Recital is a formal statement setting forth some matter of fact. It might be that the board acted when duly convened or that consideration has been paid. If false, such a recital may be proved to be false, but the other parties have a right to depend upon such a recital. A board cannot hide behind technical defects in the making of a contract when it has taken the full benefit of the agreement. In such cases the board is liable on the theory of quasi-contract or implied contract. An implied contract is one inferred from the circumstances surrounding a transaction, indicating that a tacit understanding was

arrived at by the parties concerned. When an implied contract concerns personal services, the principle of *quantum meruit* is applicable; this means that the employer is bound to pay according to the value of the services received.

Liability v. Contract Liability

Liability is broader in scope than contract liability. There is liability for damages because of an injury to body, property, or reputation. These injuries are called torts; actions to collect compensation for such injuries are called tort actions. A school board is not liable for torts because, being a governmental body, it is immune under the common law from tort actions. Injuries caused by the negligence of the board or its employees cannot be compensated in damages collected from the board in a tort action, except in certain kinds of cases in a few states. The governmental immunity enjoyed by most school boards under the common law has been abrogated by legislation in these several states.

One must also consider the board's fiscal liabilities. Liability of school boards in fiscal affairs revolves around losses that may occur through no fault of the board or its members, as well as the misuse of funds by the board or its members. The law makes distinctions in these different circumstances.

(Continued on page 83)

THE LEGAL STATUS OF CITY SCHOOL SUPERINTENDENTS

John B. Geissinger, Ph.D.*

The responsibilities placed upon the superintendent, the authority which he exercises, and his status in the school and the community are determined by tradition, by local conditions, by his own personal and professional qualities, and most especially by the laws of the state.

A study of the legal status of the superintendent, made by the writer in 1945,¹ showed that over the years from the establishment of the position in 1837, more and more authority and responsibility were transferred from the local board of education to the superintendent. This was the result of the increasing complexity of problems attendant upon school administration and the inability of board members without professional training to handle them. Laws followed in time to authorize the delegation of certain duties by the board to the superintendent. However, at first many of the superintendent's functions were extrastatutory, having been delegated to him by the board or assumed by him as a matter of convenience and necessity.

Recently a follow-up study was made to discover what changes had been made in the legal status of the city superintendent of schools during the period from 1945 to 1952; whether the trends noted in 1945 still continued.

After an examination of the laws and the court records, a questionnaire was sent to the state departments and state education associations of the 48 states.

Two states, Florida and West Virginia, do not have city superintendents. Of the remaining 46 states, 21 experienced no change since 1945 in the legal status of the city superintendent, either through statute, state department regulation, or court decisions.²

Election of the Superintendent

In about two thirds of the states, local boards of school trustees are authorized to employ a superintendent. In the rest, no mention is made at all in the statutes of

his election. There seems to have been no change in this situation since 1945.

Superintendent and Board Relationships

There has been no significant change since 1945 in the laws defining the relationship between the superintendent and the local board. In some states the superintendent is named in the law as the chief executive officer of the board; in other states he has no legal status except as an employee of the board; while in several states he is the designated agent of the state. In some states he may have a seat in the board meeting, but no vote; in other states he is ex-officio secretary of the board.

Qualifications

Only 20 states have any mention of qualifications for the city superintendent in the statutes.³ Since 1945 only 13 states have passed laws or revised state department regulations raising the standards for certification of superintendents.⁴ In several states the superintendent is required to have completed several hours of further professional study beyond the customary master's degree. In all of these 13 states the trend is definitely toward setting up higher standards for the position, issuing certificates, and pointing in each case toward the time when certificates will be required for eligibility to the position.

Tenure of Office

The matter of tenure for city superintendents has been somewhat controversial over the years. Several court cases have dealt with the problem in the past six years, each of which has strengthened the position of the superintendent. Eight states have passed laws or amended existing statutes since 1945 to provide a longer term of office for the superintendent, or to include him under the terms of the teach-

ers' tenure law of the state.⁵ The trend is definitely in the direction of a longer term and greater security for the city superintendent.

Powers, Duties, and Responsibilities

The powers, responsibilities, and duties of the city superintendent are enumerated in 20 states, not mentioned at all in 17 states, and in nine states declared to be such as the local board may prescribe. This was approximately the case in 1945 and in only five states of the 46 having city superintendents has there been any appreciable change in this phase of the legal status of the superintendents.⁶ In these five states additional duties of a routine nature were assigned to the superintendents.

In a few states the courts have upheld the right of the superintendent to exercise his power of recommendation. This is one of the superintendent's chief powers and one which is still in need of clarification, either in the law or through judicial interpretation. In some states the superintendent is required to recommend; in others he may recommend. In some states the board may not act except upon his recommendation. This gives the superintendent much power, of course. In other states the board may receive his recommendation, but not necessarily act favorably on it. There is much confusion and uncertainty in this phase of the superintendent's responsibility.

Another important matter needing clarification is that of the delegation of powers by the board. Where the superintendent's power depends upon the degree of delegation by the board, his professional status is in doubt. There is need for clarification of the relative functions of the superintendent and the board of education. Many local communities have solved this problem by adoption of a set of clear-cut rules and regulations.

In the 1945 study it was suggested that three matters remained for further study and clarification by statute or state department regulations. These three were:

(Concluded on page 83)

*Superintendent of Schools, Palmyra, N. J.

¹Geissinger, John B., *Evolution of the Legal Status of the City Superintendent of Schools in Selected States*, University of Pennsylvania, Philadelphia, Pa., 1945.

²Arizona, Colorado, Connecticut, Georgia, Iowa, Kentucky, Louisiana, Maine, Maryland, Missouri, Nebraska, New Mexico, North Carolina, Ohio, Rhode Island, South Dakota, Texas, Utah, and Wisconsin.

³Alabama, California, Delaware, Idaho, Kansas, Kentucky, Maine, Michigan, Minnesota, Montana, Nevada, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, Texas, Utah, and Wisconsin.

⁴New Hampshire, New Jersey, Oklahoma, Indiana, Washington, Idaho, Illinois, Montana, Kansas, Oregon, Wyoming, Mississippi, and Delaware.

⁵California, Illinois, Massachusetts, Michigan, Minnesota, New Jersey, New York, and Pennsylvania.

⁶Alabama, Indiana, Massachusetts, Michigan, and New Hampshire.

Teachers' Salaries and Professional Growth

Howard M. Aker*

(During 1950 and 1951 the Milwaukee Board of School Directors undertook a complete overhauling of wage and salary schedules and a re-examination of related personnel and employment policies. The committee which made the survey and recommendations included Directors Paul C. Baumann, chairman, Miss Margaret Conway, Dr. Emmett F. Cook, George Hampel, Jr., and Edward Schroeder. Superintendent Harold S. Vincent and Business Manager Walter E. Rilling represented the administrative staff. Out of the committee study there has developed an approach to professional salary schedules which has some original and challenging concepts. The author of this article did the research for the committee.)

The story of the improvement in the status of teachers in the past decade is in general a heartening one. The importance and worth of the public schools system and its dependence upon a highly qualified teaching staff have received newly awakened recognition. Community support, while never unanimous, has been secured usually where educational leadership has presented a clear and substantiated plan of action for the improvement of educational facilities. Prominent among the demonstrated needs has been the betterment of the economic and professional status of teachers. Spurred by the shortage of qualified personnel, particularly in the postwar years, school boards throughout the country have moved decisively to raise levels of income and to amend or repeal practices which previously lowered professional prestige. In most cases such actions have been taken within the framework of the single salary schedule. The general acceptance of the principle of equal pay for equal training and experience has been a landmark of progress in the long struggle to establish a sound professional basis for compensation of instructional staffs. Now only two major cities, Chicago and Boston, maintain a salary differential between teachers at elementary and secondary levels. (Milwaukee made its change to the single salary principle in 1944 with the adoption of the schedule shown in Table 1. At the same time a cost-of-living adjustment formula was introduced which was to become a major factor in the wage and salary rates of all school board employees.)

The implications of this country-wide

acceptance of the single salary schedule approach are far reaching and fundamental. Recognition of the need for highly trained instructors in the lower grades and provision for equal financial incentives at all levels represent a revolutionary reversal of earlier practices throughout the United States. The move toward removal of discriminatory salary differentials on the basis of sex or marital status is perhaps equally significant. The passing of the so-called merit basis for salary increases, in which the judgment of competence was based on the rating of supervisors and principals, leaves the emphasis in salary schedules on professional preparation. The acceptance of this new approach to salary schedules as well as certain concomitant problems that arise is illustrated in a quotation from the 1951 Report of the Fact-finding Committee of the New York Board of Education:

The single salary schedule is not intended to introduce a flat level of salaries. . . . The Committee believes that insistence on high professional requirements for teachers will inure to the benefit of students and justify the continuance of high salary schedules. The Committee recommends that the Board study the

question of professional standards to the end that these standards should be raised and refined and that suitable rewards should be granted to those who meet the stricter requirements.

This statement points up a problem that confronts school administrators and school boards. How shall a teacher's salary schedule be constructed to provide reasonable financial security and at the same time encourage and reward initiative, special skills, and improved professional competence? This is a formidable task, often complicated by the leveling effect of permanent tenure, which challenges all friends and supporters of public schools.

Trends That Need Examination

In the attempt to reach a solution dozens of versions of the single salary schedule have been placed in operation throughout the country. Patterns are forming which call for careful analysis. It is questionable, for example, whether the superposition of increased annual service increments and higher maximums upon a salary schedule based entirely on academic degrees is a completely satisfactory solution. There is also the question of the desirability of the fixed requirements of additional study in service which many teachers' schedules impose as the price of advancement. The objectives of such requirements as attendance at a university summer session or the accumulation of a fixed quota of semester hours every five years are of obvious virtue. The extent to which such compulsory systems meet their objectives is debatable. A concurrent problem is raised by the procedure adopted by some school systems of financing teachers' required summer study. It would appear that an underlying assumption in the adoption of such procedures is that teachers are incapable of planning, initiating, and financing programs of professional study suited to their individual needs.

Milwaukee's New Approach

The considerations which led to the development of the present Milwaukee salary schedules (Table 2) rejected this hypothesis. Rather, it is assumed that teachers possess maturity and judgment, the ability to plan, and the desire to improve their knowledge and skills. The function of the salary schedule is to provide a flexible instrument for the recognition of improved

TABLE 1. Milwaukee's 1944 Teachers' Salary Schedule

Years	Division A (No degree)	Division B (B.A. Degree)	Division C (M.A. Degree)
1	\$1,468	\$1,768	\$1,868
2	1,568	1,868	1,968
3	1,668	1,968	2,068
4	1,768	2,068	2,168
5	1,868	2,168	2,268
6	1,968	2,268	2,368
7	2,068	2,368	2,468
8	2,168	2,468	2,568
9	2,268	2,568	2,668
10	2,368	2,668	2,768
11	2,468	2,768	2,868
12	2,568	2,868	2,968
13	2,668	2,968	3,068
14	2,768	3,068	3,168
15	2,868	3,168	3,268
16			3,368

This is Milwaukee's version of the single salary schedule in its original form. The figures include the 1944 cost-of-living adjustment of \$368 based on the Bureau of Labor Statistics Cost-of-Living Index of 122.7 for June 15, 1943.

*Assistant for Research and Educational Studies, Milwaukee Public Schools.

professional preparation and competence.

The first distinctive feature of the Milwaukee salary schedules, and of the accompanying in-service training program, is their voluntary character. Improvement of training qualifications and the resulting reclassification to higher salary divisions is entirely a matter of individual initiative. The salary schedule provides financial benefits for improved professional preparation. The in-service training program attempts to make opportunities for further study readily available. The decision to work or not to work toward a higher classification is left to the judgment of the teacher.

A second feature of the current Milwaukee schedules is the recognition of "equivalent" training. This is based on the concept that while a thorough academic background is the fundamental basis of teacher preparation, many other experiences provide valuable contributions to the growth and development of the master teacher. A commercial teacher for example may benefit from a summer session at the Gregg School of Shorthand. A teacher of auto mechanics may attend a General Motors institute for the latest in engine design. A teacher of art may study in a New England art colony. Special institutes in such fields as conservation practices, creative writing, school publications, athletic coaching, mental hygiene, or new developments in subject areas attract large enrollments of teachers interested in renewing and improving teaching techniques. Under the terms of a salary schedule based solely on degrees from accredited schools such training could not be recognized as valid for salary classification purposes. Nor could noncredit offerings of accredited schools, travel, or study in foreign universities be allowed. The system of "equivalent" credits which is part of the Milwaukee schedule provides a basis for evaluating these and other activities which contribute to the efficiency of the staff as qualifications toward advancement into higher salary divisions.

A third feature of the Milwaukee salary schedules is the annual automatic adjustment based on the Bureau of Labor Statistics cost-of-living index. This has become an integral part of the wages and salaries of all local school-board employees. On each January 1 pay rates are adjusted by the application of the cost-of-living index figure for the previous August times a \$1,620 base. The 1944 adjustment, \$367.68, shown in Table 1 is the result of applying an index figure of 122.7 (22.7% x \$1,620). In August, 1951, the index reached 192.3 in Milwaukee. Hence the 1952 cost-of-living adjustment is \$1,495.26 (92.3% x \$1,620).

The annual introduction of across-the-board adjustments of this kind in all salary and wage rates has some obvious advantages while posing new problems of proper differentials between lower and higher classifications. These differentials are gradually reduced by repeated flat increments,

TABLE 2. Milwaukee's 1952 Teachers' Salary Schedule

Years	Division A No degree	Division B B.A. degree B.A. equiv., or 128 units	Division C M.A. degree M.A. equiv., or 160 units	Division D M.A. status plus 10 units	Division E M.A. status plus 32 units or Ph.D.
1	\$3,015	\$3,215	\$3,315	\$3,415	\$3,515
2	3,215	3,415	3,515	3,615	3,715
3	3,415	3,615	3,715	3,815	3,915
4	3,615	3,815	3,915	4,015	4,115
5	3,815	4,015	4,115	4,215	4,315
6	4,015	4,215	4,315	4,415	4,515
7	4,215	4,415	4,515	4,615	4,715
8	4,415	4,615	4,715	4,815	4,915
9	4,615	4,815	4,915	5,015	5,115
10	4,815	5,015	5,115	5,215	5,315
11		5,215	5,315	5,415	5,515
12			5,515	5,615	5,715
13				5,715	5,915

The teachers' schedule is shown above. Schedules for principals, supervisors, and administrative staff have similar provisions for advancement beyond the master's degree classification. All figures include the 1952 cost-of-living adjustment of \$1,495. The bachelor's degree has been a minimum requirement since 1929.

and periodic re-examinations of all basic schedules are required to maintain proper ratios. This was done in Milwaukee in 1950 and 1951 by a committee of the school board called "The Special Committee in re Salary Schedules and Related Matters." This committee undertook a top-to-bottom revision of all pay rates for both certificated and civil service employees. Particular attention was paid to annual increment rates and to re-establishing classification differentials. Under the heading of "Related Matters" the committee worked out and the board approved a variety of recommendations. Sick-leave and sabbatical-leave regulations were com-

pletely revised. An amended schedule of payments or lowered class loads for certain extracurricular activities was completed. Provision for the recognition of outside teaching experience was made part of the schedule for beginning teachers. Restrictions against the employment of married women were removed. Procedures for upgrading all employees of the administrative, supervisory, and teaching staff on the basis of advanced training were provided according to the pattern and philosophy previously described.

So we have Milwaukee's version of the single or "preparation type" salary schedule. An inspection of the 1944 schedule, Table 1, which offered a prospective teacher a top salary of \$3,368 after 16 years goes a long way to explain the teacher shortage which has plagued the profession in recent years. A comparison of the 1944 and the 1952 schedules accents the improvement in the economic status of teachers brought about by a school board and a school administration which have faced up to a difficult and complex problem. Not so apparent in a study of the 1952 schedule is the attempt it makes to establish a basis for individual independence of action while encouraging professional growth; to establish the concept of the teacher as an adult personality interested in continuous improvement in techniques and understandings. On what other basis can any system be said to have a chance for success?

* * *

(In a second article the procedures by which the evaluation of equivalent training was developed will be outlined and the tie-in of in-service training programs will be described.)



Children in the Milwaukee schools are protected by crossing police women who work only during morning, noon, and afternoon periods when children are arriving at or leaving school. The police women wear regulation winter overcoats suited to the cold winter of Milwaukee and have light-weight coats for spring and fall use. The present picture was taken at the completion of the extensive training program provided by the Traffic Safety and School Departments of the City. (Milwaukee Sentinel, Photo)

The Law, the Teacher, and the Child—VI

Milton J. Cohler, Ph.D.*

Continued from March

First Aid

The maximum expertness in administration, the most careful educational supervision, and the greatest personal solicitude for the welfare of the pupils in one's charge will not eliminate accidents—it will only reduce their frequency and severity. The teacher is not responsible for the accidents that happen to his pupils; he is responsible only for the reasonable consequences of his acts or failure to act in an ordinarily prudent fashion. An *accident* is an untoward incident that cannot be prevented by *reasonable care and foresight*, which is all that is required of teachers with respect to their pupils. When an injury to a pupil occurs, the teacher is authorized and obliged to give first aid—and only first aid.²⁵ If in the judgment of the teacher, the injury is of such serious nature that the only adequate first aid in the particular case is that rendered by a licensed physician, the teacher may employ the physician to render the first aid. Although the consent of the parent is not required to authorize such professional first aid, a decent consideration for the parent and school-community relations demands that the parent be informed and his consent asked whenever it is possible.

The doctor's fee, hospital and/or ambulance fee in cases involving the need for professional first aid are a legitimate charge on the parent. As a practical matter, however, in case of parental refusal to pay for such aid, it is usually better to secure the money from a student-aid or school contingent fund than to engage in a legal contest with a parent who may be hard pressed by the treatment expense following the administration of first aid. The fact that school boards are not liable for tort has sometimes worked a hardship on the parent; hence the school would often put itself in a bad light by insisting upon the payment of expenses incurred in administering first aid.

This hardship caused by the school board's freedom from tort liability extends to teachers who have been legally negligent, because suits for damages arising from negligence are prosecuted against the teacher and school administrator, in the

absence of liability on the part of their employer. A board of education is not liable for the negligent acts of its employees unless the statute specifically makes the board liable or unless a legal technicality, the discussion of which is not a function of this paper, creates a limited liability in certain jurisdictions. The rule is universal, however, that a teacher or school administrator is liable for his own negligence if damages which arise are the proximate cause of the negligence, and the teacher had a duty to the person damaged, and the pupil did not license the act or engage in contributory negligence.

School Discipline

Standing *in loco parentis*, the teacher is authorized and obliged to discipline his pupils. It follows that the teacher may make and enforce reasonable rules essential for the orderly conduct of the school.²⁶ In the enforcement of good discipline the teacher is not limited to following the explicit rules of conduct about which pupils have been specifically informed. There are certain rules that belong to the school as such; rules that need no statement, the contents of which pupils are presumed to know. There is an obligation on the part of pupils to obedience to lawful commands, subordination, civil deportment, respect for the rights of other pupils, and fidelity to duty—this is the common law of the school.²⁷

Though a teacher may not make any rules contrary to board-of-education rules, he is not limited to the rules of the board nor to the topics considered in board rules. Any rules that are for the direct benefit of the orderly conduct of the school, that do not violate general law or the rules of the board of education, are within the authority of the teacher.²⁸ Furthermore, the teacher is not limited to the school premises in his authority to make and enforce reasonable rules for the direct benefit of an orderly school. Acts committed outside of school premises on the way to and from school, and even after the pupil

has returned to the direct supervision of his parent, may come within the jurisdiction of the school if their regulation is for the direct benefit of the school.²⁹

The disciplinary power of the school does not have the legal restraints of a trial at law. A school administrator who investigates an incident to find out where fault may be and to decide upon what disciplinary action to take is not bound by rules of evidence. Reasonable care to arrive at the facts are all that is necessary. Any punishment that may follow which conforms to the principles that courts have laid down for school discipline (which will be discussed later) lies within the discretionary power of the teacher.

A Typical Case

For example, an assault is committed on certain people by a gang of boys. Arrests are made and the boys accused of the assault are brought before a court where the evidence is inadequate for the court to render a guilty verdict. It would be rare indeed for it to be possible in such cases to secure evidence that would stand up in court. Meanwhile, the newspapers have published lively accounts of the incident telling how Joe Smith of Central High School and a gang of other high school boys were arrested and charged with the assault. It would have been impossible for the police to arrive at the scene during the melee, but they found Joe, with several other members of his gang, near the scene of the fight, far from his home carrying an identifying mark that all his gang wore to make sure that only those boys at the scene who were not members of the gang would be attacked.

Following the court hearing the principal of Central High School suspends Joe pending an interview with his father. During the interview the father avers that the principal has no right to suspend Joe or to punish him further because at a legal hearing the case was dismissed for lack of evidence; and Joe insists that he is innocent of participation in the assault. The principal may still maintain the right to discipline Joe because he acted in such manner as to create contempt for Central High School, and in the judgment of the principal the facts that had been established were sufficient to make it reasonably

²⁵*Tanton v. McKenney*, 226 Mich. 245, 197 N. W. 510, 33 A. L. R. 1175 (1924).

Quotation from 24 R. C. L. p. 574: "... any reasonable rule adopted by a superintendent, or a teacher merely, not inconsistent with some statute or some other rule prescribed by a higher authority, is binding on the pupils."

²⁷*Supra*, note 26. The statement is nearly an exact quotation.

²⁸*Supra*, note 26.

²⁹*Supra*, note 7.

*Principal, Waller High School, Chicago 14, Ill.

²⁵*Supra*, note 21. *Ogando v. Carquines Grammar School District*, 24 Cal. App. (2) 567, 75 Pac. (2) 641 (1938).

sure that Joe had participated in the assault, even though rules of criminal evidence did not make it possible to sustain a verdict of guilty.

Legal decisions have allowed such broad latitude to the school in the things it may regulate and in permissible punishment for violations that the modern educator would feel much more constrained by the dictates of educational psychology³⁰ and principles of good public relations than by the law. The courts enter the field of school discipline only when somebody sues a school authority on the ground that the school has punished a pupil for the violation of a rule alleged to be unreasonable, or administered punishment for the violation of a reasonable rule in an unreasonable manner. Hence, court decisions deal with the reasonableness of punishment and of rules. The general principles to be observed in administering punishment have been dealt with at length and in detail by the courts.

Reasonable Rules and Punishment

A child may be punished only for the violation of a reasonable rule. Since the reasonableness of a rule would be interpreted in the light of approved educational practice,³¹ the law requires, in essence, that before a teacher may punish a pupil he acquire a good background of information in child development, educational psychology, and philosophy of education. Students of education do not need to be told that such a background is desirable for a teacher even if he does not contemplate inflicting any punishment; in fact, such knowledge would tend to reduce the need for administering punishment.

In addition to the general implicit admonition that the courts have given the teacher to become well versed in his profession they have ruled on specific instances of the kind of rules or requirements that they consider reasonable. Listed below are a few of the rules and requirements that have received specific court approval when contested in suits:

1. That an absent or tardy pupil present a satisfactory excuse³²
2. A requirement that pupils do homework not specifically prohibited by parents³³

3. A rule that pupils stay on the school premises during noon recess³⁴

4. A requirement that a pupil participate in graduation exercises³⁵

5. A requirement that a pupil taking grammar write compositions. This implies the right of the school to decide the curriculum.³⁶

Examples of conduct outside of school for which the courts have approved the administration of punishment by the school are given below:

1. Punishment of pupil on his return to school for insulting a teacher outside of school. This is an especially clear case when school patrons or other pupils are present.³⁷

2. Punishment of pupil for the publication of derogatory material about the school or teacher³⁸

3. Punishment for abusing other school children while they are on their way to or from school³⁹

4. Punishment for playing ball and misrepresenting the team as a school team⁴⁰

5. Punishment for immoral conduct.⁴¹

Even though the courts are extremely careful to grant the benefit of any reasonable doubt to the teacher when his authority is questioned, one need not look far to find rulings by teachers that would be clearly illegal. For example, in addition to it being a violation of educational principle to punish a whole class for the acts of one person, it is strictly contrary to the law to do so, because it is a basic

principle of law that a person may not be punished for the acts of other people.⁴² The inexperienced teacher who insists upon finding the culprit when a misdemeanor of uncertain origin is committed in the class is engaging in an illegal act when he keeps the entire class after school "until the one who threw the chalk admits doing it." Even though the courts have sanctioned the punishment of a pupil who refuses to divulge the identity of a wrongdoer,⁴³ the teacher who kept an entire class for the act of one person would bear the burden of proof that every child being kept either committed the act or knew who did it. The student of educational psychology needs no knowledge of the law to be convinced that it is wrong for a teacher to engage in contests of this kind with his class and to call such striking attention to his weakness. A teacher who is secure in his mastery of the situation need feel no qualms about allowing an occasional incident pass, over which he is admittedly not the master.

It is not suggested here that any pupil would be likely to bring a charge of false imprisonment against a teacher as the result of the kind of error described above, or that any court would be likely to sustain such a serious charge, even though a strict interpretation of the law might provide some justification for both.⁴⁴ It is intended, rather, to show how the general law of the land may suggest rules for determining the reasonableness of a given requirement.

(To be continued in July)

moral tone of the school, or have a tendency to subvert and destroy the proper administration of school affairs."

³⁰*Flory et al. v. Smith et al.*, 145 Va. 164, 134 S. E. 360, 48 A. L. R. 654 (1926). Throughout the entire body of the opinion the court implies its disagreement with the judgment exercised by the school authorities, but upholds their right to be the judge in this matter.

³¹*Cross et al. v. Board of Trustees*, 129 Ky. 35, 110 S. W. 346.

³²*Guernsey v. Pitkin* 32 Vt. 224, 76 Am. Dec. 171 (1861). "But in regard to those branches which are required to be taught in the public schools, the prudential committee and the teachers must of necessity have some discretion as to the order of teaching them, the pupils who shall be allowed to pursue them, and the mode in which they shall be taught. If this were not so, it would be impossible to classify the pupils, or for one teacher to attend to more than ten or twelve pupils."

³³*Leander v. Seaver*, 32 Vt. 114, 76 Am. Dec. 156. "... Where the offense has a direct and immediate tendency to injure the school and bring the master's authority into contempt, as in this case, when done in the presence of other scholars and of the master, and with a design to insult him, we think he has the right to punish the scholar for such acts if he comes again to school."

³⁴*State ex. rel. Dresser v. Dist. Board*, 135 Wis. 619, 116 N. W. 232, 16 L. R. A. (N.S.) 730. "The relator's children were instrumental in causing the publication of the poem in a newspaper, which, supposedly, found its way into the homes of many of the children attending the high school, and who would be as much influenced thereby as if the writing had been printed and posted in the schoolroom, or there circulated and read. The teachers are especially familiar with the disposition and temper of the children under their charge, and the effect which such a publication would probably have upon the good order and discipline of the school. The school authorities must necessarily be invested with a broad discretion in the government and discipline of the pupils, and the courts should not interfere with the exercise of such authority unless it has been illegally or unreasonably exercised."

³⁵*Supra*, note 16.

³⁶*Kinzer v. Toms*, 129 Iowa 441, 105 N. W. 686, 3 L. R. A. (N.S.) 496.

³⁷*Kennedy v. Gurley*, 208 Ala. 623, 95 So. 34, 26 A. L. R. 813.

³⁸*State v. Thornton*, 136 N. C. 610, 48 S. E. 602. "The jury may infer malice from the excessive punishment. . . . It also follows from what we have said that the defendant was as guilty as if he was prompted by revenge, or if he intended to punish . . . for the misconduct of others, as he would be if he had acted with malice. In either case his motive would be bad, and the punishment unlawful."

³⁹*Board of Education v. Helstom*, 32 Ill. App. 300. "It is the duty of all good citizens to uphold the officers of the law and when called upon by a grand jury every man may be required to state upon oath what he may know as to the perpetration of any crime or misdemeanor, though he is, of course not bound to criminate himself. So here every pupil, when called upon by the superintendent, . . . should, as a matter of duty and loyalty to what is essential for the common welfare, freely state anything within his knowledge not self-criminating, that will assist in bringing the offender to justice and thereby tend to the repression of all such offenses. If he refuses to do this he is guilty of disobedience, for which reasonable punishment may be inflicted."

⁴⁰*Fertich v. Michener*, 111 Ind. 472, 11 N. E. 605. "However mistaken a teacher may be as to the justice or propriety of imposing such a penalty (keeping a child after school) at any particular time, it has none of the elements of false imprisonment about it, unless imposed from wanton, willful, or malicious motives."

Parenthetical explanation and italics the author's. If a teacher keeps a whole class after school for revenge, it constitutes a malicious motive.

RESIDUE OF INTEREST

The man on the street who denounces the school system for its failure to teach the simple facts of statesmanship and history does not realize that his own preoccupation with the World Series, the Kentucky Derby, or the Rose Bowl may have produced a pattern of interest in youth that leaves only a slight residue of interest for history and statesmanship. — MRS. JOHN E. HAYES.

³⁰Cohler, Milton J., "A New Look at the Old Problem of Discipline, School Review," Oct., 1948, LVI, pp. 468-475.

³¹*Fertich v. Michener*, 11 N. E. 605 (1887): "The detention . . . of pupils for a short time after the rest of the class have been dismissed . . . as a penalty for some misconduct, shortcoming, or mere omission, has been very generally adopted by the schools . . . and it is now one of the recognized methods of enforcing discipline, and promoting progress of pupils. . . ."

³²*King v. Jefferson City School Board*, 71 Mo. 628.

³³*Hobbs et al. v. Germany et al.*, 94 Miss. 469, 49 So. 515, 22 L. R. A. (N.S.) 983. "It certainly could not have been the design of the legislature to take from the parent the control of his child while not at school, and invest it in a board of directors or teacher of a school. . . . It may be that school authorities would have a right to make certain regulations and rules for the good government of the school, which would extend and control the child even when it has reached its home; but, if that power exists, it can only be done in matters which would per se have a direct and pernicious effect on the

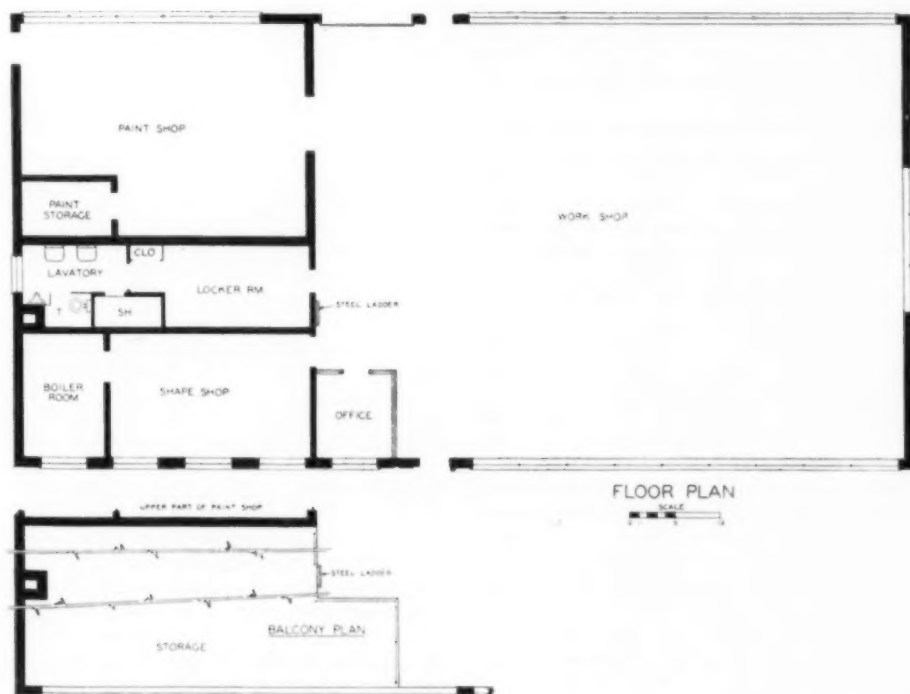
At Highland Park, Mich. —

A School Shop That Functions

Two years of use have given strong evidence of the economy and efficiency of the School Maintenance Building operated by the Highland Park, Mich., school board. Previous to the completion of the building in 1949, school repair operations were conducted in various poorly adapted school buildings. The present shop, which measures 50 by 100 feet and has



*Exterior, School Maintenance Building, Highland Park, Michigan.
— Louis G. Redstone, Architect, Detroit, Michigan.*



*Main Floor and Balcony Plan, School Shop, Highland Park, Michigan.
— Louis G. Redstone, Architect, Detroit, Michigan.*

a 16-foot ceiling, has been found to respond to every need which has thus far arisen. The main shop includes areas for woodworking, sheet-metal and pipe work, shade repair, furniture painting and refinishing, and storage space for lumber, steel and iron, pipes, plate glass, paints and finishes. Showers and ample lavatories are provided.

The building is constructed of common brick, with cinder-block backed walls. The floor is 6-inch concrete laid on wire mesh. The roof framing is of steel joists, topped with thermo slabs. The windows are of steel of the industrial projected type, fitted with blue plate glass to eliminate sun glare.

The heating is done by means of radiant panels in the floor and unit heaters.

The shop crew consists of trained mechanics — carpenters, cabinetmakers, painters, pipe fitters, and shade repairmen. Every type of repair work which cannot be carried on in the school buildings themselves is done here. This is particularly true of repairing and refinishing furniture and bookcases, cabinets, playground apparatus, etc.

The building was designed by Louis G. Redstone, Detroit, and the practical data outlining the needs of the school system, were provided by Assistant Supt. of Schools John R. Smith.

The building was completed toward the end of 1949, at a cost of \$53,000.

ARE YOU A Superior School Board Member?

William M. Lamers

Ask yourself these questions:

1. Do you have an accurate and sympathetic understanding of the purposes, philosophy, and functions of the American public school?
2. Do you have a reasonably thorough layman's understanding of the methods and materials of modern education?
3. Do you have an over-all viewpoint of the school or schools for which you legislate?
4. Do you have an accurate, over-all picture of what your school board position demands of you?
5. Do you know the basic law setting up your school district and defining your board activities and responsibilities?
6. Do you thoroughly understand the economics of your school system?
7. Do you have an intuitive and sympathetic insight into the practical problems of administration?
8. Do you regard teaching as a high professional service?
9. Are you scrupulous in your regard of professional decorum?
10. Do you observe the simple, basic principles and sound human relations in dealing with staffs, student bodies, patrons, the general public, and other board members?
11. Do you possess a working knowledge of parliamentary procedure?
12. Do you contribute your share to the mind of the board?
13. Do you always act in accordance with your best judgment?
14. Do you stand up under pressure?
15. Do you make allowances for community traditions?
16. Do you respect professional confidences?
17. Do you manifest an inquiring mind?
18. Do you keep the learning attitude?
19. Do you avoid riding your hobbies?
20. Do you avoid using your school board position for business purposes?
21. Do you keep your board conduct free from bias or prejudice?
22. Do you always represent *all* the children?
23. Do you avoid seeking special school privileges for your own children?
24. Do you avoid "personal" legislation?
25. Do you carry your due share of the public relations of the board?
26. Do you in all matters, public or private, conduct yourself in a manner which befits the high dignity and responsibility of a school official?
27. Do you keep abreast of the advances being made in all matters that concern modern education?
28. Do you carry out the routines of board membership thoroughly and promptly?

At a recent educational meeting a metropolitan school superintendent paid a casual and merited compliment to school board members in general. "When you talk about school board members," he said, "you talk about the highest type of elected officials. By and large they are less self-seeking, more competent, more social minded, possess a higher sense of the importance, dignity, and responsibility of office, than does any other class of elected public servant."

Now what I write is not intended to compromise — nor will it — this highest praise. It assumes that *all* school board members are good board members. It is designed rather to stress the fact that among a group of general high quality there are degrees of being good. And it provides a board member with the chance to ask himself, "Am I among the best?"

Many of the following questions, of course, are not adequately answered by a simple yes or no. A satisfactory response in some cases should involve frequency, and tell how often the desired action is performed: never, seldom,

sometimes, frequently, always; in others it should involve quality, and measure the degree of excellence. There are perhaps other questions that might better test the adequacy of a school board member, although those that follow probably will provide a reasonably fair measure. Scientific or not, conclusive or not, to see oneself is always good fun; and so, Mr., Miss, or Mrs. School Board member try these:

1. *Do you have an accurate and sympathetic understanding of the purposes, philosophy, and functions of the American public school?*

Do you see what its functions are in conserving the American creed and way of life from generation to generation? Do you understand how it carries out these functions? Where dangers lie both for American democracy and the schools?

These are matters not only for considerable study, but for deep insight. Superior school board members never become so engrossed with legislating the details of petty house-

keeping as to lose the vision of the great purposes.

2. *Do you have a reasonably thorough layman's understanding of the methods and materials of modern education?*

The superior school board member may not know the ins and outs of tests and measurements, but he does know that standardized tests provide an accurate means of measuring many kinds of capacity and achievement, and he can follow intelligently a conversation concerning their purchase and use. He understands what the teacher means when he speaks of such matters as integration and individuation. He knows that the introduction of a greater variety of books, of audio-visual aids of many kinds, the stressing of the relation of learning to everyday problems, has not resulted in the elimination of the 3 R's, but rather in their improved instruction to more children for a longer period of time. Occasionally the superior board member has this information and insight because he has recently graduated from a teacher training institution. More often, though, he has gained it as a valuable outgrowth of his school board job, through reading, observation, study, and conversation with those who knew.

3. *Do you have an over-all viewpoint of the school or schools for which you legislate?*

Do you know what they are trying to do? In a general way? In particular instances? What pupils they are compelled by law to take? Whom to exclude? What relations they have to other publicly supported educational agencies?

Have you studied the map so that you have an intelligent understanding of the geography of your district?

Do you know the sources, security, amounts of revenues available. Have you analyzed the budget and perhaps compared its distribution with budgets for similar agencies.

For a new board member, a selective curiosity is a major *must*. Of course, such curiosity must never degenerate in complacency. Schools must keep changing to meet changed circumstances. Superior board members quickly get and retain an over-all viewpoint.

4. *Do you have an accurate, over-all picture of what your school board position demands of you?*

If someone said, "Now *precisely* what are you supposed to do as a school board member?" could you give a thorough, accurate, intelligent answer? Do you know where your legislative duties end, and the administrative, instructional, and other executive duties of the staff begin? Could you enumerate the general classes of matters in which you are supposed to legislate. Have you a mental calendar of the

school years as it affects the board and you? Are you prepared to say, as specific activities are mentioned, "This is — or isn't — our job." Do you know how the board divides responsibilities with other agencies operating in overlapping fields?

5. Do you know the basic law setting up your school district and defining your board activities and responsibilities?

This question does not imply that superior school board members need be lawyers. It merely suggests that they will participate more intelligently and therefore effectively if they know the legal authority under which their boards are set up and operate. As most school board members know, these legal provisions are far briefer, simpler, and more understandable than the average layman imagines. The Milwaukee Public Schools, for example, operate under Chapter XXXVIII of the Wisconsin Statutes. This chapter is printed on pages 522 to 546 inclusive of the 1949 Laws of Wisconsin. The average person can read it quickly and without much difficulty.

6. Do you thoroughly understand the economics of your school system?

Running schools is in part a business of a very high and challenging kind, but a business nonetheless. Part of it runs on tangibles such as money.

The superior school board member has an accountant's sense of what the bills are and who pays them. On the credit side he knows what are all possible sources of revenue for the schools he serves; how, when, by whom, where, the tax moneys are collected; how much state aid is available and when paid; from whom tuition can be sought and how much. On the debit side he has an accurate knowledge of costs.

His financial wisdom looks to the future. He does not adopt a salary schedule with automatic raises unless he can foresee some feasible method of paying tomorrow's commitments.

With all this he realizes, as a former Milwaukee superintendent used to say, that schools do not exist either "to spend or to save money, but to educate children." Which statement he would quickly modify by adding, "within the capacity of the community to pay."

7. Do you have an intuitive and sympathetic insight into the practical problems of administration?

Let me give an instance of a practical problem.

It is 2:30 in the afternoon. Snow has been falling heavily and quietly all day, but the roads are still open. Suddenly, down swoops the wind and drifts begin to rise. The local weather bureau is a little vague as to what is going to happen in the next half-hour. I am principal of a consolidated high school with eight buses. Shall I send the pupils home with this first heavy drifting?

Now the best school board members know that practical administration demands an occasional split-second judgment concerning which it is not always possible to get all the facts in hand and mind before the shot is called. After the event it is easy to second guess and say, "That was a mistake." But between trembling and stalling inactivity, the futility that accomplishes nothing because it hazards nothing, and sometimes errs because

it does nothing, and the occasional error of honest judgment which is due to a willingness to lead and becomes apparent only by the wisdom of hind sight superior board members will not hesitate to choose and support vigorous leadership. They will be conscious of the fact that the only man who never makes a mistake is the man who does nothing; and doing nothing is the worst mistake.

8. Do you regard teaching as a high professional service?

Superior board members regard it so; never as a job to be filled by the marginally qualified in order to reduce costs. Superior board members believe that people who give service demanding long, costly professional preparation should be paid the salary of a professional worker. While virtue must be its own richest reward, the intimate and satisfying sense of having done a good and necessary job cannot be put into the soup kettle and simmered to provide broth for the hungry little ones.

Superior board members know that over a period of time schools get what they pay for, and that if salaries are low, recruitment programs will not bring the highest caliber of teaching material into the profession, and children will suffer loss of opportunity. Superior board members will upon need interpret these matters to their several communities.

9. Are you scrupulous in your regard of professional decorum?

Professional decorum — shall we call it "professional good manners"? — applies not only to the board, but to all members of all school staffs. Except in most unusual circumstances, and for good and apparent reasons, the wise superintendent, for instance, does not so violate politeness and sound administration as to deal directly with a teacher in a building without working with and through the principal. Nor would he surreptitiously examine school files, or countermand the principal's orders behind his back, or stir up minor insurrection. Once a school board has elected a superintendent, set up administrative and teaching staffs, individual board members and the board itself must observe the nicest decorum in dealing with these individuals or groups. More, of course, is involved than mere politeness. Failure to observe professional decorum, to undermine, for instance, authority that has been properly set up and is correctly employed, will corrode a school or a system as nothing else can.

A decent professional decorum makes the superior school board member show due respect to the board as a board, and to his associates as individual board members. He is willing to give them the same privileges he asks for himself. When he is a member of the majority, he scrupulously respects the rights of the minority; when he is in the minority, he abides by the reasonable decisions of the majority, once they have been duly and justly arrived at.

10. Do you observe the simple, basic principles of sound human relations in dealing with staffs, student bodies, patrons, the general public, and other board members?

The superior board member is unfailingly sympathetic, kind, courteous, thoughtful, friendly, understanding — and the list might be expanded. He possesses and cultivates the

virtues that make social relations pleasant and social co-operation possible. He makes an honest effort to see things from the other person's viewpoint. He makes reasonable allowances for the fact that people are sometimes tired, frightened, worried, frustrated, ill, or old, and hence do not put their best foot forward. He studies the personalities of those with whom he deals and avoids profitless and unnecessary friction. He knows that in any situation involving public opinion, there are key people whose judgments weigh heavily in the forming of the group mind, and he identifies and carries the message to these.

11. Do you possess a working knowledge of parliamentary procedure?

A school board is an orderly, deliberative body. It meets so that the several members may join their best thinking, and, having reached their best conclusions, may act accordingly. In order that its deliberations may be full, free, fair, orderly, and economical of time, it is necessary that they should be governed by certain common sense rules developed out of long experiences for the efficient conduct of meetings. The superior board member does not have to be a parliamentarian versed in the intricacies of procedure. But he *does* know such essential matters as the general classes of motions, the precedence of these classes, and of the most important motions within them; the steps in the introduction and disposition of a motion; which motions to use to get certain kinds of business done; how to get information from a table of motions; the simple rules of debate. The superior board member knows how to introduce and vote on substitute motions or on amendments to amendments. If called on he is able and ready to preside with calm competence.

12. Do you contribute your share to the mind of the board?

Part of the philosophy behind the setting up of a board in preference to an elected single manager is well stated by the old saw that, "Two minds are better than one." On any matter, the collective viewpoint of the board should represent the balanced best judgment formed after the viewpoints of all members have been aired, examined, sifted, compromised, put into the best words. There has been so much silly talk about "strong, silent men," that we should remind ourselves that while no board member should speak until he has earned the right to do so by having something worth while to say, silence may cover mental laziness or indifference. But superior board members never exhibit these qualities.

After all, the debate that precedes the vote taking has the single purpose to get the thought of all board members so that the decision may be the *best* decision. Board members who sit stolid through debate are not carrying their share of the load of making the best thought prevail.

13. Do you always act in accordance with your best judgment?

First we should ask, "Do you take the necessary steps to form your best judgment?" Among these steps are: waiting and working until you have sufficient facts to warrant a fair conclusion; thinking accurately about these facts; avoiding common thought errors such as hasty generalization, arguing carelessly in casual relationships, or from general truths to particular instances.

Once the best judgment has been formed, the superior board member acts according to it. In this his heart and the red raw rib of courage is involved more than the gray matter in his head.

I remember a meeting in which the release of a teacher was being discussed by a board committee with representatives of the administration. After an hour and a half of pros and cons, a local nuisance walked into the meeting, listened for a minute, and then rose and said, "As a citizen at large I protest against the injustice that apparently is contemplated against this excellent public servant"—and more of the same. "I do not know what the charges are, nor have I any previous knowledge of this case, but this is an injustice."

This hasty judgment was most interesting in view of the fact that testimony had established beyond doubt that the teacher who had very recently come into the system was a severe epileptic and much in danger of being injured or killed by falling into the machinery during a seizure. He taught machine shop.

14. Do you stand up under pressure?

The best school board members form considered and objective judgments as to what is best for the community and its children, and having made their decisions, stick—unless new evidence warrants a shift. In the long run, of course, such courageous singleness of purpose is not only the right but the safest course.

I pass on what a board member told me several months ago when he was faced with a critical decision: "It took me twelve years to realize that threats of pressure by individuals or small groups seldom mean much. Over a reasonable period, in a vast majority of cases, the majority sentiment in a community will be on the side of right reason. People want to be reasonable and do the right thing. It's my job to find out what is reasonable and right, and to proceed according to what I find."

15. Do you make allowances for community traditions?

It is good administrative common sense not to enter the fruit business by turning over the apple cart. "That which is, is good," so runs an argumentative presumption—"and requires a definite body of evidence to the contrary for its disestablishment."

Superior board members recognize the unwisdom, both in fact and psychology, of running with precipitant incaution counter to the accepted views and practices of a community, particularly a conservative community. They have understanding of the wisdom that prompted Pope to write:

Be not the first to cast the old aside,
Nor yet the first by whom the new is tried.

16. Do you respect professional confidences?

The confidences you get will deal largely with people, and the quantity of these which you will carry around will depend in some measure on your closeness to staffs and children in the field. Let's take the matter of confidential recommendations. Where the board takes immediate jurisdiction over hiring, board members will have access to these. To get frank and full testimony concerning teachers, it is necessary that recommendations be confidential. Do you say to a job candidate, "I

see Superintendent Smith says here that you are a slovenly dresser." If you violate this confidence so that Superintendent Smith gets singed and makes up his mind to cover the next time, you are doing a disservice both to children and to the profession of teaching, and are less than the best school board member. Superior school board members have a profound sensitivity to all matters that call for professional secrecy. When they come upon such, they keep their ears and eyes open, and their mouths shut.

17. Do you manifest an inquiring mind?

Provided they are intelligent questions, questions are a sign of intelligence rather than of ignorance.

But superior board members do not phrase your questions so as to put people on the defensive. Assuming that your school administration two years ago entered into a policy of purchasing instructional films, and the advisability of continuing this policy is being discussed, it is a fair question to ask, "How long have we been buying our own films?" But unfair to ask, "How long have we been wasting our money by buying our own films?" Any attempt to answer the latter—lawyers would call it a leading question—would force the questioned to admit the point at issue. All honest servants resent the type of inspection in which the inspector gives the impression of sniffing the tainted air. I am told how anciently a supervisor was wont to hover behind a closed classroom door, and then throw it open suddenly and say suspiciously, "What's going on here?" I have heard told of school board members who anciently prowled with much the same attitude. I trust the stories are libelous. I have never known instances of such personally.

Superior board members keep a fair and open mind at all times. They ask questions because they believe that they will grow in understanding by the answers.

18. Do you keep the learning attitude?

For superior board members who cultivate the learning attitude, board activities in themselves constitute an excellent in-service training. In all phases of public school organization and activity—the adoption of a textbook, for instance—should prove instructive as to how the new textbooks are written. The purchase of new desks or seats should inform regarding newer theories of classroom organization. The inquisitive "Why?" "How?" "How is this different or better?" will provoke much learning. The undergraduate student in administration frequently learns less than the alert board member. The board member faces a problem that is real; the student one that is academic. And we are told that thinking originates in a problem.

Superior board members profit by valuable training opportunities offered through meetings, conventions, passing speakers, broadcasts, discussion groups; by regular, extension, and correspondence courses; by membership in educational organizations; and by the reading of educational books and periodicals. Some school boards have even collected small professional libraries for their members; some have subscribed to the SCHOOL BOARD JOURNAL and make a common copy or individual copies available to all.

19. Do you avoid riding your hobbies?

It is inevitable and healthy that board mem-

bers do not have identical backgrounds, accomplishments, viewpoints, interests. When a physician, a trade union leader, a banker, a salesman, a farmer sit down to consider the school needs of the local children, breadth of viewpoint is guaranteed. It is also inevitable and healthy that board members should have their areas of special educational interests; that a building trades contractor, for instance, should follow trades education more closely and speak with more authority regarding it than will a housewife; but by an equal token, no one should raise an eyebrow if the housewife becomes extremely interested in the new course in family living.

When such special interests are controlled, brought into reasonable relationship with all other special interests, seen in the light of the entire school needs of the entire school population, they are healthy and are to be encouraged. But when a board member who is a professional musician has time and attention only for the school musical program, when he makes an effort to deny the wherewithal to other phases of school activity so that music can be brought into a condition of major unbalance, when he obstructs the general handling of business by constantly attempting to discuss the music curriculum, when he seeks special favors for music teachers, then he rides his hobby too hard and is scarcely a superior board member. Incidentally, the illustration is wholly fictitious.

20. Do you avoid using your school board position for business purposes?

If you are a grocer, do you put pressure on the teaching staff to patronize your store—or else? Of course, no one would make it quite that blunt—there are more subtle ways that are just as final and effective. There was the board member, for instance, in a western city who sold a subdivision, and no member of the staff felt secure unless he bought at least one lot. Whatever other high qualifications he possessed, that real estate dealer certainly was not a superior board member.

21. Do you keep your board conduct free from bias or prejudice?

No one will suggest that such detachment is altogether easy; but the fine philosophy of the American public schools which holds that every child of whatever race, creed, color, economic, social, or other group, is worthy to receive opportunity equal to that of every other child, must be implemented into a fact or it has no meaning or validity. Key agency for providing such equality in staff and physical equipment is the school board.

22. Do you always represent all the children?

Professional people cannot help but regard the secondary schools as having preprofessional training or college entrance as the primary function. Men and women who were Latin scholars in their day are likely to feel and express an excessive interest in classical courses and the students these enroll, and some impatience with pupils needing courses of a less grammatical type. Occasionally the person who works with his hands has a defensive scorn for someone who works with his head. Special public schools, private schools, can organize themselves for all manner of special purposes, and for children having special needs.

The superior board member will not dis-

regard the special needs of all groups of children. One can have no quarrel with any board member who says, "I rise to defend the right of children to get the best college preparatory work this city can afford to give them," as long as he is willing to add, "I rise also equally to defend the rights of all other children and groups of children." As long as a child possesses educability under the law, and has not been excluded by action of a court or other duly designated agent, his right to obtain the maximum education in point of duration and in point of quality is no greater and no less than that of any other child. And the superior board member represents *all* the children, *every* child.

23. Do you avoid seeking special school privileges for your own children?

If you are a member of a school board and have children attending the schools you serve, you possess all the usual parental rights regarding their education, no more and no less. I have known board members to be so concerned lest their children should feel themselves entitled to extra privilege that they erred on the side of manifesting due parental concern in what was happening to their own children in school. Such bent to remaining officially ethical is most praiseworthy; but it is not fair to their own children. It is an error of an excess of virtue. On the other hand, no superior board member would expect or ask for preferential treatment of his children, or permit his children to have the feeling that they are above the usual school authorities and regulations, and that they will be forgiven for any faults swiftly, necessarily, and even in anticipation because "father or mother will put on the screws," or "contracts are coming up soon."

24. Do you avoid "personal" legislation?

The legislative body in any school situation is the board, and not its individual members. Only when these meet together in conformity with their statutory functions, and take due action in accordance with all rules and regulations, is legislative action created. Of and by themselves, and apart from their voice in determining the board vote, individual board members have no right, no duty, no authority to reach and announce decisions regarding the schools they serve; to give orders to the professional and other staffs; to set up sanctions, and to inflict penalties. Superior board members make scrupulous distinction between their rights and duties as part of a deliberating board, and their rights and duties as individuals when the board is not in meeting.

25. Do you carry your due share of the public relations of the board?

No public official can completely divorce what he is and does as a person from his official position, least of all when such position involves the training of children. The superior school board member is therefore in all things an exemplar, a good citizen, and a lady or a gentleman. He or she is sensitive to the fact that the good name of the schools is inescapably bound up with the private and public conduct of all who are associated with them. The point is too obvious to need refinement.

Less obvious is the fact that school board members have to bear a real share of the responsibility of interpreting their schools.

The board itself is a public window through

which the community sees the schools. Board discussions heard or read as reported can contribute little or much to the community's understanding of what is happening in and to the schools; board members frequently are called upon to speak concerning school matters; and even the casual contacts of board members provide considerable opportunity for spreading the educational gospel.

There is a rather general but wholly inaccurate belief that being elected to an office in a democracy carries with it all the skills and informations necessary to do the job successfully. Superior board members do not share this viewpoint. Before they *speak* they take the trouble and effort needed to *know*. And they are willing to make speeches concerning school matters within reason and their limits of expertness.

26. Do you in all matters, public or private, conduct yourself in a manner which befits the high dignity and responsibility of a school official?

Whether we like it or not, whether we protest against double standards of conduct or not, all who in any way are intimately associated with schools are on pedestals, and in the areas of conduct, at least, teach as much by what they are and *seem to be*, as by what they say. This fact considerably limits the conduct of school board members, who must so deport themselves as not to bring the

schools as institutions into ridicule or low repute, and to supply models of good behavior and citizenship for the students. In this regard superior school board members are sensitive, circumspect, and virtuous.

27. Do you keep abreast of the advances being made in all matters that concern modern education?

One of the best methods of keeping up to date is to read a good journal of administration, such as the *SCHOOL BOARD JOURNAL*. Some farsighted boards even take out individual subscriptions for their members.

Superior school board members will attend an occasional educational meeting or convention; belong to the National Association of School Boards; even pick up and read a recent text on school buildings, educational philosophy, administration, teaching methods, or some other phase of the developing world of education.

28. Do you carry out the routines of board membership thoroughly and promptly?

Do you come to meetings regularly, on time, and remain until they are over? If you are given a special assignment such as a committee membership, do you carry it out fully and successfully? Do you read board minutes and board administrative and other pertinent reports?



IT CAN HAPPEN HERE!

This significant cartoon has been prepared by NAM as a part of its program for supporting better public education.

Initial Orientation of the New Teacher

William Conklin*

One of the major responsibilities of the administrative staff of any school system is the orientation of the beginning teacher. The term "beginning" may be applied to the teacher who is assuming instructional duties for the first time or to one who has received an assignment in a new system. The first few weeks are especially important, for upon the beginning teacher's successful reception and orientation during this initial period may depend the pattern of conduct which will be established in his classroom. These first impressions may also form a "set" in the teacher's mind toward the new school. He may feel he is being helped in every way in his adjustment, or he may feel neglected and left on his own once the contract has been signed.

Of course much depends upon the local situation; a few suggestions may help make this transition into a pleasant one.

Program Should Begin During Summer

At the time the teacher receives official notice of his appointment, or soon thereafter, the administrator should mail or otherwise deliver such information as lists of available places to live, bulletins containing general information about the schools, courses of study, and the teacher's assignment.

A friendly letter of welcome on behalf of the teachers and staff sent by the administrator (usually the principal) or by an experienced teacher appointed to assist the new teacher, during the summer, will form a good beginning for supervisory work. In this letter, offers of help and willingness to answer questions should be included. The principal's bulletin of general information should be sent soon afterward. From such a bulletin the teacher will gather insight into the school conditions, staff spirit, and routine matters about which the beginner should be informed.

Meeting the New Teachers

Too often new teachers arrive without knowing anyone in the community. It is important for someone to meet them upon arrival and to offer assistance in securing lodging, to orient them to the location of the school, post office, good restaurants, and so on.

This could well be done by some experienced teacher in the system who has been appointed to assist the new teacher during his apprenticeship.

*Longmont, Colo.

Initial Contacts

As soon as possible after the teacher has been employed, he should be invited to meet with the principal and supervisors working in the building where he is to teach. There should be personal contacts before classroom work begins.

Coming to the community a few days before the opening of school will also enable him to obtain living quarters and to become somewhat acquainted with the school and community.

The administrator should offer help in securing pleasant living quarters for the new employee. Much depends upon favorable surroundings outside the school walls.

Preteaching Conference

Unfortunately many schools open without any preliminary conferences. During the first week of school many new teachers pass through a nerve-racking experience which they hope never to repeat.

The administrator must attempt to put a feeling of ease — one of confidence and poise — within the reach of all who are under his jurisdiction. This may perhaps best be accomplished by the preteaching conference. An informal discussion tends to break down the barriers of strangeness, to dispel uncertainties, and to alleviate the confusion which besets the beginning teacher. The principal should arrange to have the conference in a quiet place, such as the school office.

During this initial conference an attempt should be made to become acquainted with the teacher as an individual and to gain insight into his strengths and weaknesses. Such knowledge often enables the administrator to cope with situations as they arise, or, better still, to prevent difficulties before they occur.

One of the important functions of the preteaching conference is to acquaint the new teacher with the courses of study and with the philosophy upon which they are founded.

In this initial conference general objectives of the specific subject should be the major topic of discussion. If the teacher has had an opportunity to examine courses of study prior to the conference, an effective approach is to invite questions. It is the teacher who must be made to feel that the real purpose of the interview is to satisfy his needs, to supply him with information which will greatly help him when he begins teaching.

The contribution will, of course, be more effective if illustrations directed toward build-

ing self-reliance and self-improvement, encouraging originality, and inspiring self-expression are presented. The administrator cannot always be at hand to solve problems. It is his business to condition the teacher so that he will eventually be able to solve them himself.

A discussion of the general methods used by teachers, a statement of commonly accepted procedures based upon the discoveries of educational research, and suggestions which may be used to immediate advantage because of the particular background of the individual are helpful. Materials such as outlines of units and other supplementary aids may be presented for home consumption. For best orientation much detail should be left to later interviews. A true leader will give the inspiration, the vision which will enable the teacher to supply the necessary details. He must be left free to work out details according to his own design so long as they do not violate basic principles. There is nothing which will hinder the creative spirit as much as the feeling that every movement is hampered by restrictions.

An interpretation of the disciplinary policies of the school should be given to the teacher in order that he may avoid extreme measures.

A background of the community and its social and economic life will also be helpful to the new teacher.

Tour of the School Grounds

A "conducted tour" of the building and grounds is advisable. It will be helpful to point out the offices of the administrative staff and the guidance counselors, the teachers' lunchrooms and rest rooms, and other features likely to interest a new member of the staff. As a part of this tour the administrator should introduce the new member to his future colleagues. As a result of this solicitude, the new teacher will not only feel at ease but will also be kindly disposed toward his new setting. He will get a sense of "belonging."

Group Meetings

Another device of benefit in solving the problems of the initiate is the group meeting. Through the pooling of common solutions, new members will assist each other in dissipating fears, in clarifying doubtful procedures, and in strengthening enthusiasm.

Departmental meetings should also be encouraged. These enable the beginning teacher to attain a perspective of his particular job in the school. Teaching materials and aids available should be made known to him by

(Concluded on page 83)

Objective Teacher Selection

Without Examination *Frank G. Tait**

In spite of a current shortage of qualified teachers there is still the problem of selection to be faced by the school administrator if he is to secure the best possible staff.

A number of solutions to this problem may be indicated. From the subjective single-person employment interview to the elaborate testing-interviewing techniques of the large city systems, there is a wide range of selection methods.

Since most superintendents and administrative officers charged with employment responsibilities prefer, and do use, a middle path as regards objectivity of teacher selections, it may be of interest to outline a method worked out in the Personnel Department in San Diego, Calif.

After experiencing the difficulties of a strictly objective testing program with minimum passing scores, etc., it was felt wise to experiment with something suited to an employment situation which made eligibility lists obsolete almost before they were written. In some instances, employment had to be made of teachers not on the eligibility lists, and many times, it was found that we were wanting to employ candidates much better qualified than those on the eligibility lists. Continuous examination procedures did not give us a completely satisfactory answer either.

In brief, the procedure which seems to be a start, at least toward the solution of our problems is the objective analysis of factors collected in the applicant's folders. Such things as transcripts, experience, special qualifications, interview scores, degrees earned, etc., were given objective values which are developed into a final score and used as measures much as test scores have been used. As basic in our procedure, the following specific things were listed for quantitative analysis:

1. Training
2. Experience
3. References and Recommendations
4. Exceptional Qualifications
5. Personal Interview

The first two of these — training and experience — were relatively easy to assign numerical values. College training, for example, was given a numerical value on a scale of 25–300. The top score being based on the applicant holding a master's

or a doctor's degree, other values were arbitrarily assigned as indicated below:

- 250 — One year of graduate work
- 200 — Bachelor's degree
- 75 — Two years or more college
- 25 — Less than 60 units

Previous experience, while not easy to evaluate objectively, is assigned values according to the following scale:

- 200 — Service of satisfactory nature with San Diego city schools
- 175 — Satisfactory service in other comparable school systems
- 100 — Full practice teaching from state colleges or universities in California or other comparable training institutions
 - Private school teaching of high standard in recognized schools
 - Directly related practical experience of three or more years' duration
 - Teaching experience in public school system (consider size of district and location)
- 75 — Rural teaching experience
- 50 — Substitute or other part-time experience
- 0 — No teaching or practical experience or cadet training

Recognizing the vulnerability to argument of much of this assignment of values, it is justified only on the basis that, for us, it makes sense and follows previous practice in evaluating an applicant's experience and training.

After the relatively easy job of ascribing quantitative values to training and experience, it was necessary to face the more questionable procedure of quantitative appraisal of references and recommendations.

Since in a district the size of San Diego, there was no dearth of personnel folders, past and present, it was decided to analyze a random sample — some six hundred sets — of folders of teachers who represent all kinds of standards of success or lack thereof. This range of teaching competence was indicated in the references and recommendations by a spread of statements made by trained technicians which we felt could be grouped from highest to lowest and given numerical values with considerable validity and reasonable reliability.

The analysis of the thousands of statements resulted in a list which, while still subject to much refinement, serves the purpose. Included below are sample statements for each value:

- 250 — I would recommend him unhesitatingly and with enthusiasm.

- Aware of individual differences and makes provisions for them. Each child knows he belongs, and has a place in the room.
- Has a warm, friendly personality and works easily with children.
- He inspires confidence and has high standards for himself and his pupils.
- He is active, wide-awake, co-operative and has plenty of initiative and ambition.
- Good public relations agent. Takes active part in the school program outside the classroom. Co-operates with PTA and belongs to professional organizations.
- 190 — Makes a good effort to see that planning and preparation precede classwork.
- Supports professional organizations.
- Well liked. Willingly accepts responsibilities.
- Interested in professional improvement.
- 125 — If he is given constructive criticism and encouragement, he will become a very good teacher.
- Attends faculty meetings and activities.
- Not too aware of individual needs, but is sympathetic and understanding.
- Accepts supervisory help, but does not seek it.
- Has average success in meeting pupil needs.
- Satisfactory appearance and dress.
- 30 — Aggressively follows his own interests rather than the interests of the whole school program.
- Is only moderately interested in teaching.
- Rapport with pupils only mediocre.
- Does not get along too well with fellow workers.
- Renders no service beyond classroom responsibilities.
- 0 — Needs to improve planning to make each lesson purposeful.
- Poor control.
- Slovenly appearance; careless about cleanliness.
- Antagonizes fellow workers; irritates parents. A troublemaker.
- Inclined to feel discriminated against, often complains and whines.
- Needs to learn specifics in teaching techniques: how to question, how to grade, how to motivate, how to review, how to test as he goes, how to assign work, how to control class.
- Is very timid, very reluctant to take hold. Lacks initiative. Needs to be more assertive.

Another quite subjective phase of screening to which we have attempted to give quantitative value is the Interview Report Form. This is the evaluation of a candidate as determined from a personal in-

*Assistant Director of Personnel, San Diego, Calif.

INTERVIEW PROFILE FORM		SAN DIEGO CITY SCHOOLS PERSONNEL DEPARTMENT San Diego, California		
Name _____				
(200)	1.	Personal Characteristics	Philosophy of Education	Training & Preparation
(175)				
(150)	2.			
(125)				
(100)	3. Average teachers as you have known them			
(50)	4.			
(25)				
(0)	5.			
1. Explanation of all below average markings. 2. Commitments and information given the applicant regarding employment. 3. Additional information:				
Date _____		Interviewed by _____		Signature _____

Form used in rating prospective teachers for San Diego City Schools. The numbers at left represent typical ratings to be based on factual data. The form measures 8 by 11 inches and ample space is provided at the bottom for explanations and information.

interview conducted by one of the administrative staff in the Personnel Department.

With full consciousness of the questionable validity of an interview, it was still felt to be of sufficient importance to include in the total score. To this end, our Interview Report Form was assigned the numerical values shown below. Thus, while the interview plays an important part in the total picture of an applicant's evaluation, it is not given undue importance or used as the final determinant in considering an applicant. (See above Interview Report Form with superimposed values.)

The final area in this attempt to objectively analyze folders was to have some basis for recognizing exceptional qualifications. Hence the following list:

50 points maximum

- ability and/or training in art or music or literature
- previous experience in social work or playground supervisor
- extensive travel in the United States and/or foreign countries
- leader of youth groups: Boy Scouts, etc.
- participation in community and professional organizations
- membership in professional organizations

As may be seen at a glance, this is neither complete nor particularly enlightening. It serves the purpose, however, of guide and reminder to the technician or person evaluating the folder, that exceptional qualification should be indicated and

evaluated. It is suggested to these evaluators that they indicate by brief notes the nature of the exceptional qualifications.

As these analysis sheets were used, certain additions were introduced with which we are experimenting. For example, there was developed a deduction on recommendations and references for the halo effect if a person's references and recommendations came from individuals close to him, or who stood to gain by strong references, or whose relationship did not make possible entirely objective references or recommendation. For example, members of the applicant's family, or close relatives, the family pastor, or the manager of a commercial placement agency.

Deductions of fifty points each on experience or training were developed also when it had been gained over ten years ago. This on the assumption that recency of experience and training have slightly more value than that which is beyond ten years.

Some consideration was also given to bonuses and deductions for work taken at certain colleges where employment experience over a number of years had indicated training programs which more nearly fitted our needs or, conversely, did not seem to train teachers suited to our needs. Subsequent experience, however, in using our analysis techniques, has led to the belief currently that bonuses and deductions make the procedure cumbersome and do not give rise to sufficient additional

validity. So much for the mechanical development of this method.

In actual use, we have developed a training program for three of our technicians, in this case personnel clerks, in which instructions are given in the use of this method of personnel folder evaluation. (Teachers might be enlisted and trained to do this job also.) Three such people are used to develop our personnel profile form, and the final graph is the average of the analyses of three different people working separately.

A logical question which might be asked here could be, "Just what do you really achieve by such an elaborate procedure?" In answer to this, reference is made to our opening statement regarding careful, objective selection of staff from available applicants.

It is felt that we achieve by our method primarily five important objectives:

1. Each applicant receives the same careful objective analysis of his personnel folder as every other applicant. Opportunistic and casual subjective evaluation of an individual applicant's qualifications are eliminated.

2. Administrative time is saved by the need for reviewing each folder, since consideration is given only those applicants' folders which achieve total gross scores of over 400.

3. Objective measures may be indicated to applicants on a relative basis where they have a question as to why they were not selected over someone else.

4. Areas of strength or weakness in an applicant's papers are immediately visible to the administrator studying the profile.

5. Finally, while additional factors must always be involved in the final recommendation for employment, we feel that each person applying is given fair and just consideration which is the prime employment requisite in all public service along with the responsibility to select the most competent.

HOLD BOOK FAIR

The year 1950-51 saw an interesting experiment in school-community co-operation in Providence, R. I. The Providence Book Fair was sponsored by the public schools, the public library, and the Elmwood Library. To the Book Fair, held in the Hope High School, the first in the city, came 10,000 visitors, most of them children, but many adults from the city and the neighboring communities during the week of March 5-9.

The week opened with a special preview for teachers, followed by elementary, junior high, and senior high days, a parent-teacher association coffee browse, and an evening of special interest to adults. Two study halls in the school were transformed into exhibit areas: one for senior and junior high; the other for the elementary grades. Dramatic posters in spring colors pointed up displays of 2700 books, loaned by jobbers, bookstores, and publishers. Magazines representative of those used in school libraries were on exhibit. Manuscripts and illustrations attracted special interest. Book forums, chalk talks, and storytelling hours were conducted in the school auditorium. Reading lists, prepared by the teachers, were distributed during the week.

The School Administrator Looks at Teacher Adjustment

*Sister Mary Amatora, O.S.F., Ph.D.**

One of the many serious problems with which the school administrator has to deal is teacher adjustment. Although the administrator may overlook its importance, it is often the basic cause of other difficulties. Every administrator knows that certain of his faculty seem to be having more trouble than others. These difficulties may assume various forms. Perhaps a certain teacher is in frequent conflict with parents; again, with his pupils; or it may be, with other members of the teaching staff. By making a study of causes rather than symptoms, the principal or superintendent, as the case may be, realizes that remedies may be found. Problems in teacher adjustment are quite varied. In his own classroom, the teacher sets the pace. The trend of influence is from teacher to pupil. A teacher may think he has a genuine interest in and an earnest sympathy for children, and yet be at a loss to know why he repeatedly runs into difficulties. Teacher effectiveness is in large measure a matter of personality adjustment. Knowledge of subject matter alone is no guarantee of teaching success.

In his contacts with the teaching staff, the administrator asks himself, "What can be done about the present situation?" He admits that while his school and faculty are good, there is always room for improvement. If his is a closely knit faculty, united in a family spirit, he begins his task with a real asset.

Develop Group Co-operation

Educational literature discusses various methods for improving teacher adjustment. The present writer proposes one that can be effective where all are willing to co-operate. It is that of group meetings of teachers for the purpose of studying their own problems, working collectively on possible solutions, and analyzing the outcomes and results in order to determine respective values. This can become a powerful tool which, about nine times out of ten, is at the root of numerous clashes, conflicts, and resultant inferior teaching.

One might begin with a few assumptions. In every classroom there are students with problems serious enough to demand special attention. In every faculty of average size there are some teachers who are faced with

one or another difficulty. Last, even if teachers are well adjusted, the conscientious ones will seek means of improvement.

Knowledge is the first step on the road to improvement. Once the classroom teacher knows the exact nature of a certain problem, he can take measures proper to its solution.

In initiating a program of teacher adjustment, the chief school administrator calls a special meeting of all teaching personnel. He engages a carefully selected outside speaker to discuss some of the problems other schools have met and solved. If this is impossible, the chairman initiates the discussion in such a way that teachers themselves realize the importance of studying their own classroom situations and determine to do something about them. Steered in the right direction, the meeting will terminate with enthusiasm and original ideas.

Studying Pupil Problems

Of course, the work will be slow; results do not appear overnight. The entire first semester may elapse before any tangible results appear. The program in all of its details must be kept flexible. Teachers are directed to study the individual characteristics of their pupils; to discover *why* Johnny acted as he did on a certain occasion. A variety of observations will be disclosed. Some method for recording them for future use should be devised. Throughout the course of the program, however, the teacher must be given a certain amount of freedom in the efforts he puts forth.

Soon the teachers will be using a variety of techniques with varying degrees of success. They will encourage their pupils and assist them in making adjustments. Once the challenge is accepted by the pupil, he is well on the way to improvement. In the process, the teacher's own adjustment will undergo a change. He will take new interest in each individual child; and automatically, the pupil will reciprocate. The regular weekly or semimonthly meetings with the other teachers, in which all are free to open up and discuss their problems collectively, will be a source of guidance and incentive for the teacher. It will stimulate him with renewed energy and interest as he begins to see the first measures of success.

Specific needs will soon be indicated. A

wider variety of books may be necessary to accommodate the various mental ages and the vocabulary levels of the students; perhaps a shift in the daily schedule of classes is called for; in some cases, more attention to individual instruction is certain to be in order. But the variety of possibilities is practically endless. These may include special group projects, directed reading, directed group play, free reading programs, group singing, better speech campaigns, dramatics, contests, etc.

As the teacher's study of the child as an individual becomes more detailed, he discerns more readily the basic causes of specific problems. Each child's problem is entirely different from that of any other child. With one child it may be insecurity in the home; with another, distracting home conditions; with another, educational maladjustment, possibly involving seriously retarded or accelerated grade placement; again, it may be personality maladjustment, with its entire host of personal and social problems following in its train. These are but a few of the many underlying factors which are often either unknown or entirely neglected. Frequently they escape the ordinary observation of the teacher.

The Teacher Sees Himself

Group meetings on child study inevitably lead to teacher self-study. As they begin to work on their own and their colleague's problems collectively, the teachers will wonder why Teacher A has better success in something than they have; why Teacher B had trouble in this situation, when Teacher C did not; why Teacher D's difficult problem is now working out so well.

This is the moment the administrator has awaited. Here is his opportunity for encouragement and indirect guidance. He will lead his teachers to accept themselves just as they are, with good points and weak points. The former they must continue to develop; the latter they will want to change. Teacher B must not try to be Teacher A; he must be himself. Yet, he can work on that self in such a way as to strengthen his weak points and emerge a *better self*.

At this point, the administrator may introduce to his faculty check lists and rating scales for teachers. Had these been used earlier, their purpose would have

*Professor of Psychology, St. Francis College, Fort Wayne, Ind.

been defeated. Now his faculty has arrived at a sense of need of instruments for further study. Hence, his explanation of their use by the teacher himself, by fellow teachers, by administrators, and by the pupils is received with interest, even though some teachers may at first look askance at the last-mentioned. Yet, even they will soon realize that it is the pupils who see the teacher under all conditions. They see him at his best and at his worst; their observation is firsthand. In schools in which teacher rating has been widely used, the prestige of the teachers has never suffered. On the contrary, the teachers have been more highly respected thereafter.

Most teachers welcome pupil estimates of themselves, once they completely understand their nature and purpose. Children in both the elementary and high school grades do have positive ideas about their teachers and very definite attitudes toward them. The wise teacher does not hesitate to secure these frank statements from his pupils and profit by them. Often a teacher is totally unaware of a particular attitude that a certain pupil holds toward him. Being open-minded, he is grateful to know about it, and takes appropriate measures to correct the situation. Considerable time and effort may be required to get to the heart of the matter. When the job is done, however, relationships with that pupil will be improved; the child will become a better student, and the teacher's own prestige will be raised.

Thus, diagnostic teacher rating serves a valued purpose. Once the teacher has before him a true picture of himself as he is daily mirrored before his class, he has

the starting point of some real constructive work, the good results of which will be far-reaching. Teacher adjustment is moving forward in that school.

The Teacher and the Community

The day is past in which a teacher can snugly confine himself to the four walls of his classroom and limit his social contacts to those with the children on the playground. The teacher is a member of the community in which he teaches. As such, it is his civic duty to participate in social and civic functions. It is his privilege to help in the molding of public opinion. His leadership in social and civic functions can be of vital importance when educational problems arise in the community. In the measure in which he is esteemed will his opinion be valued by the people. The teacher needs outside adult interests and activities for his own professional growth and the development of his personality.

Community relationships also provide an opportunity for the teacher to study the family and home backgrounds of his pupils. This, in turn, assists him in analyzing and diagnosing their individual difficulties. Thus do social contacts in the community enter into the group meetings of the faculty and become another factor in teacher adjustment.

The Administrator's Part

Teachers look to their educational chief for leadership. They expect it. He must give it. It is up to him to set the pace; they will follow. The members of the faculty cannot be expected to be fired with

enthusiasm, to vitalize their teaching, to be creative in their approaches, if their leader is a passive individual. Of course, he must not domineer. Teachers do not wish to serve under a dictator. But in the school-city in which real democracy functions, teachers will utilize their creative capacities and the administrator will appreciate and acknowledge their initiative. The important thing is to get some *real life* into the faculty meetings. Let them be "democracy in action." Capitalize upon the inventive and original ideas of this teacher and then of that teacher. Give them all a chance. Once the "leader" gets things started, his work is more than half accomplished.

The administrator's next step is to work along *with* his teachers, lending a helping hand, acknowledging sincere efforts, giving honest praise for a job well done. Public acknowledgment of the achievement of a teacher will not detract from his own prestige. Rather, it redounds to his credit to have capable people on his teaching staff. Bring the teachers forward. Each one can excel in something. The old adage, "nothing succeeds like success," is still true today. Why hide it? Each teacher is made to feel that he is important; that his particular job is important. The teacher uses this psychology with his pupils; the principal applies it to his faculty.

While the teachers analyze and work on the various problems in their respective classrooms, they study themselves in their relationships with their pupils. Simultaneously, they are adjusting to their fellow teachers, to their educational chief and leader, and to the community in which

(Concluded on page 80)



Board of Education, Moorestown Township Schools, Moorestown, New Jersey.

The board of education is completing a school building program including the construction of two elementary buildings and the conditioning of several older structures. A new home economics cottage has been completed in connection with the expansion of the high school program. The cottage is used by 600 girl students in the junior and senior high schools.

Left to right (rear row): Howard A. Derlin, president; Mrs. Ruth L. Knapp; William H. Cromley, vice-president; Vincent G. Bush; C. Dixon Heyer; J. Randall Cusworth. (front row): Howard A. Crabtree; Walter L. Molineux; Mrs. Lillian Del Duca.

What About Using the Income From the Nation's Undersea Oil Reserves for Education?

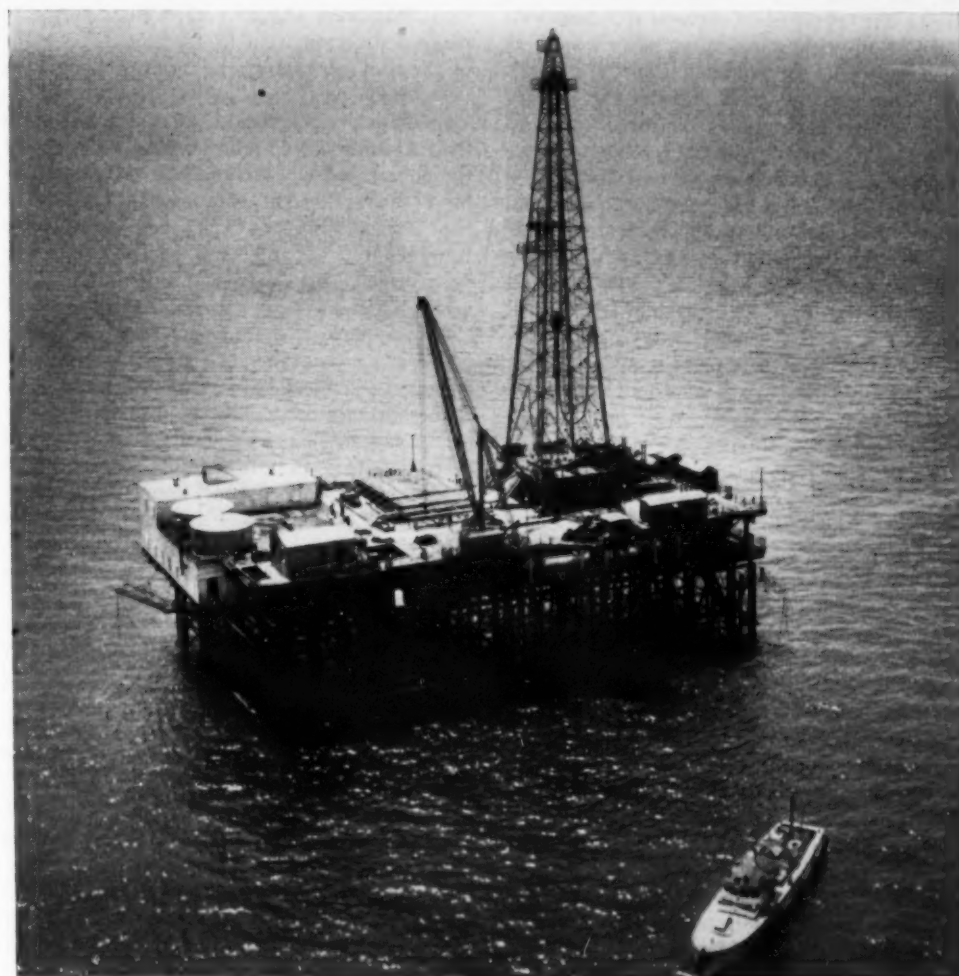
Elaine Exton

Lying beneath the waters of the open ocean in the Continental Shelf¹ adjacent to the shores of the United States are oil and gas deposits of great magnitude. The U. S. Geological Survey estimates that these offshore oil areas — frequently misnamed "tidelands" — could produce around 15 billion barrels, an asset worth at least \$40,000,000,000 at current prices.

The ocean bed of the Pacific Ocean and Gulf of Mexico off the coasts of California, Louisiana, and Texas is particularly rich in these resources. According to one leading geologist "there may be as many as 10½ billion barrels of oil along the coasts of Texas and Louisiana alone." Asserting that "unquestionably the Gulf of Mexico gas is particularly significant and additional discoveries will further enhance these potentialities," a statement published in the Proceedings of the American Gas Association for 1949 declares it "would constitute a total reserve of approximately 4 trillion cubic feet of gas." This would have a field value of approximately \$400,000,000 at a well-head price of 10 cents per 1000 cubic feet.

The U. S. Department of Interior reports that, under the present limited authority and special temporary arrangements being exercised in the Gulf of Mexico and with California, current revenues being collected by the Federal Government from these submerged lands total about \$1,750,000 a month, of which approximately \$1,000,000 comes from California and \$750,000 from the Gulf where the production is 20,000 barrels a day. This income is being held in the U. S. Treasury in a special account pending Congressional action. If the situation is clarified so as to permit full development of this property under federal management these earnings would be greatly increased.

For about 16 years the ownership of these areas has been the subject of controversy between the Federal Government and the coastal states. The question of public as contrasted with private operation is not at issue since both the Federal Government and the states



An ocean bed oil well in the Gulf of Mexico.

— Photo, courtesy Standard Oil Co. of New Jersey.

customarily develop their oil-bearing lands through the issuance of leases to private companies and individuals.

Legislation introduced in the 82nd Congress for the first time proposes using the revenues from these undersea petroleum reserves to aid primary, secondary, and higher education in all the states. Its enactment is dependent on the Congress resolving complicated problems raised by advocates of state ownership and passing legislation that will enable the U. S. Department of Interior to properly develop these resources. Since progress toward these goals can only come if the facts are fully understood and widely supported, school officials may want to include the bills referred to in this article in the list of Congressional measures on which they keep informed.

The Supreme Court's Findings

On three occasions the Supreme Court of the United States has ruled that the lands submerged by the open ocean beyond the low-tide mark belong not to the states but to the nation.² Its decisions in the California, Louisiana, and Texas cases held that the Federal Government under the Constitution has had "paramount rights and interests" in the mineral resources of this area since the beginning of our nation and that the coastal states do not and had never owned these lands.

The title of the states to the tidelands — the

¹The Continental Shelf underlies the marginal sea and the high sea. It commences at the ordinary low tide and at the seaward limits of inland navigable waters. Off the New England coast where its width is greatest the shelf extends seaward about 250 miles, in the Gulf of Mexico it reaches out as far as 150 miles in some places, while off the Pacific Coast where it is relatively narrow it varies in width from 5 miles or less to a maximum of about 40 miles. The portion along the shores of the United States covers approximately 290,000 square miles, with over 90 per cent of this total located along the Atlantic and Gulf coasts. The marginal sea comprises those waters of the open sea over which the United States and the coastal states, within their respective powers, exercise the territorial jurisdiction.

²*U. S. v. California*, June 23, 1947 (332 U. S. 19); *U. S. v. Louisiana*, June 5, 1950 (339 U. S. 699); *U. S. v. Texas*, June 5, 1950 (339 U. S. 707).

lands between the points of high and low tide in the Gulf of Mexico and the Atlantic and Pacific oceans — and to the lands under inland navigable waters — for example, beneath lakes, rivers, harbors, inlets, bays — is recognized and not questioned by our government.

The Issue of State Ownership

Unwilling to accept the decisions handed down by America's highest tribunal, the three states with most at stake — California, Louisiana, and Texas — backed by powerful oil interests are pressing Congress to enact so-called "quit-claim" legislation that would, in effect, overrule the Supreme Court's findings.

The leading quit-claim bills in the present Congress are H.R. 4484 sponsored by Congressman Francis E. Walter (D., Easton, Pa.) which passed the House with amendments on July 30, 1951, by a vote of 265 to 109 and similar measures sponsored respectively by Senator Tom Connolly (D., Tex.) and Senator Spessard L. Holland (D., Fla.). They would give outright title to the marginal sea and all that's in it to the coastal states and in the case of the two first-named even permit them to take over part of the Continental Shelf.

In Favor of Federal Management

After thoroughgoing study the Senate Committee on Interior and Insular Affairs on February 4, 1952, reported favorably to the Senate not H.R. 4484 which gives to a few states the riches of our submerged coastal lands but an interim measure — Senate Joint Resolution 20 — which recognizes in keeping with the U. S. Supreme Court decisions that these properties belong to the people of the entire country and provides for their administration by the Secretary of Interior at a time when world conditions have made additional development of our oil resources vital.

As described in the accompanying report of the Senate Committee on Interior and Insular Affairs the main provisions of S.J. Res. 20, cosponsored by Senators Joseph C. O'Mahoney (D., Wyo.) and Clinton P. Anderson (D., N. Mex.), are as follows:

1. Good faith leases issued by the states to private operators are accorded federal recognition as promised by the Federal Government in the Supreme Court, and such leases, providing they meet certain standards set forth in the measure, may be maintained under the administrative supervision of the Secretary of the Interior.

2. The Secretary of the Interior is authorized to issue new leases by competitive bidding on unleased portions of the Continental Shelf but, for a period of five years, this authority may be exercised within the seaward boundaries of a state only with the prior approval of the proper state officials. "Seaward boundaries" are defined in the resolution as a line 3 miles distant from the line of mean low tide, in accordance with the Supreme Court decisions. Lands beneath inland navigable waters including bays, harbors, and inlets are not claimed by the Federal Government and therefore are left to the states and are not subject to leasing by the Secretary.

3. Thirty-seven and one-half per cent of the revenues, such as bonus payments, rents, and

royalties from operations within the seaward boundary of a state are granted to the state. All other revenues are to be held in the Treasury in a special fund for disposition by the Congress.

Representative Emanuel Celler (D., N. Y.) has introduced a similar measure in the House (H.J. Res. 274).

Provisions of Oil-for-Education Amendment

Believing in the need for legislation to facilitate increased development of the nation's offshore petroleum and gas deposits and that "Congress should act simultaneously to make a determination of the use to be made of the revenues therefrom," Senator Lister Hill (D., Ala.) on June 7, 1951, introduced an amendment to S.J. Res. 20 that stipulates that the income received from leasing resources of the submerged coastal lands to private enterprise "shall be held in a special account in the Treasury during the present National Emergency . . . and shall be used only for such urgent developments essential to the national defense and national security as the Congress may determine and thereafter shall be used exclusively as grants in aid of primary, secondary, and higher education."

In short, this proposal would make it possible to earmark 62½ per cent of the royalties derived within the three-mile limit and 100 per cent beyond for educational purposes in the 48 states when our defense needs have been met. In the Senate the "oil for education" amendment has 18 sponsors besides its prime mover — Senator Lister Hill. They represent 18 different states and include such Republican legislators as Aiken, Morse, and Tobey as well as such Democratic leaders as Douglas, Fulbright, and Kefauver. Representative Mike Mansfield (D., Missoula, Mont.) introduced the same amendment in the House (H.J. Res. 296).

Both amendments sanction the creation of a National Advisory Council on Grants in Aid of Education "to be composed of 12 persons with experience in the field of education and public administration." Following the formula used in the 80th Congress for the appointment of the Hoover Commission, four of the members are to be appointed by the President of the United States, four by the Speaker of the House, and four by the President of the Senate.

As explained by Congressman Mansfield the main functions of this Council would be "to study the national educational problem, to make estimates of the minimum and maximum limits of the amount of money that may be available, to recommend how best this money can be applied to the needs of education and to report to the Congress (through the President) by February 1, 1953, a plan for its equitable allocation to the 48 states."

Pointing out that the amount of money available for education from these undersea oil deposits would vary considerably from year to year depending on the amount of oil and gas produced annually, Congressman Mansfield told his colleagues that "these royalties are to be used not as a substitute for the regular annual grants for aid to education now being

considered by the proper committees of the two houses, but as a supplement to whatever aid Congress may eventually authorize.

Calling the proposal embodied in his oil-for-education amendment "entirely in accordance with our continuing national tradition of devoting the proceeds of public lands to the support of education," Senator Lister Hill asserts it "will go far toward curing the financial crisis in today's education without placing a further burden on the taxpayer."

He views its adoption as "a historical action comparable to the ordinances of 1785 and 1787 and to the Morrill Act of 1862," says his amendment "offers to education oil wealth that is the equivalent of an oil well on the campus of every college, high school and grammar school in America," predicts the revenues involved "would probably in the course of time far exceed the sum total of receipts from all previous federal grants of public lands for educational purposes."

Among the well-known educational, farm, and labor groups that urged adoption of this education amendment at a special hearing before the Senate Committee on Interior and Insular Affairs, February 7, 1952, are the American Council on Education, the American Vocational Association, the American Federation of Teachers, the American Federation of Labor, the Congress of Industrial Organizations, the Railroad Brotherhoods, the Friends Committee on National Legislation, the National Grange, and the National Farmers Union.

Present Status of Legislation

S.J. Res. 20 is being debated in the Senate as this article goes to press. Efforts are being made to substitute "quit-claim" measures for this legislation that would in effect defeat it. Senators Tom Connolly (D., Tex.) and Lyndon Johnson (D., Tex.), for example, have offered an amendment that would substitute for S.J. Res. 20 the provisions of bill H.R. 4484 which, as mentioned earlier, has passed the House. A similar "give-away" amendment is being sponsored by Senator Spessard L. Holland (D., Fla.) and 30 others.

Should the Senate pass either of these quit-claim measures informed sources believe a Presidential veto can be expected. In his statement vetoing similar legislation (H.J. Res. 225) of the 79th Congress³ before the Supreme Court rendered its decisions, President Truman said in part "the ownership of the vast quantity of oil in such areas presents a vital problem for the nation from the standpoint of national defense and conservation. If the United States owns these areas they should not be given away." On January 4, 1949, his message to Congress on the State of the Union asserted: "We must adopt a program for the planned use of the petroleum reserves under the sea; which are — and must remain — vested in the Federal Government."

If the present Congress should enact a quit-

(Concluded on page 80)

³The proposed legislation was vetoed by the President on August 1, 1946 (92 Congressional Record 10660) and the veto was sustained by the House on August 2, 1946 (92 Congressional Record 10745).

REFINISHING WOODEN FLOORS

Dave E. Smalley*

Probably the biggest school renovation job of the summer is doing over the wooden floors. There is always the gymnasium floor to look after and then there is the more difficult but less particular project of refinishing the classroom floors.

Maple Floors Predominate

Probably 90 per cent or more of the wooden floors in schools are hard maple, which provides the smoothness and toughness essential for the gymnasium and resists soil and wear in the classrooms. Maple is considered a close-grained wood, compared with oak. Oak is designated as "open grained," because it is a more loosely integrated wood with small voids and variations in the graining. In school buildings, oak floors are usually confined to the offices and the library. They are less practicable for classrooms and are generally considered unsuited for the gymnasium. Since maple flooring predominates in school buildings, we shall confine our discussion to it exclusively, deviating here just to say that newly sanded oak floors should always be filled with a good filler before they are sealed. After filling, oak floors are treated and maintained in much the same manner as maple floors.

If your summer renovation job calls for resanding maple floors, be sure you have the job done by an experienced operator. He will use a drum sander, a motor-driven machine with a sandpaper-covered drum 8 to 10 inches wide. This drum revolves vertically very fast and cuts into the floor quickly. Therefore, if it is not handled more or less expertly, it will leave a series of "gullies" in the floor, which become even more conspicuous under a coating of glossy seal. In operating a drum sander, the machine must be kept moving. If the workman must pause, he stops the machine immediately. Sanding is always done with the grain, never across it.

Disk sanders are often used under regular floor machines for smoothing out rough spots and sanding off stains, but they are inadequate for a general sanding job. The grinding dust from the floor soon collects under the disk and renders it ineffective.

Using a "Tack Rag"

After sanding, the fine dust is removed so that the finishing material will adhere. A vacuum cleaner is the most effective device for the purpose, since it removes the dust from the cracks. If none is available, a "tack rag" is employed. A "tack rag" is made by dipping an ordinary clean cotton mop (or rag) into a solution of 20 per cent floor sealer (or var-

nish) and 80 per cent naphtha. The mop is rung out and allowed to dry until the seal no longer comes off on the hands. The newly sanded floor is wiped with the "tack rag," which is rinsed in the solution and allowed to "season" again as required.

When a floor has been re-sanded, it is the equivalent of a new floor and should be treated accordingly. A coat of good floor sealer should be applied, one that can be spread with a lambs-wool applicator. Some authorities recommend that a coat of penetrating sealer be applied first, or that the regular sealer be thinned with naphtha, which amounts to the same thing. Most of the so-called "penetrating sealers" are regular sealers, thinned down for quick absorption into the floor. Regular sealers contain from 40 to 50 per cent solids, while penetrating sealers average from 20 to 30 per cent solids. There is some doubt in the writer's mind whether a preliminary coat of penetrating sealer is essential, but certainly it can do no harm. It may, however, make three coats necessary when two coats of regular seal might have served.

In choosing a floor sealer buy a good one, preferably one of the phenolic type. Floor sealers should not be bought on a basis of price. A cheap wax that doesn't wear can be applied more often, but a sealer cannot be put on every two or three months.

Applying Floor Sealer

In applying floor sealer to a freshly sanded floor, it is spread out freely, but not lavishly. Care must be taken not to let pools of the sealer stand on the "raw" floor. Also, the sealer-soaked applicator must not be allowed to stand on the floor. The sealer container should be placed on a cardboard or paper so that the liquid will not run down the outside on to the floor, making a ring. Excess deposits of sealer on a raw floor cause spots which are very difficult to remove and may show through all succeeding coats. If any sealer is spilled, it is spread out promptly.

When the first application has dried thoroughly—generally eight hours are required—the floor is smoothed down with No. 2 steel wool. This operation will level off raised grain and provide a good bond for the next coat.

Markings on the gymnasium floors are replaced at this point in the finishing process. The markings must be dry before the next coat is applied. Some very beautiful courts are obtained by painting the margin around the court with a good colored deck enamel, thereby putting the court in a "frame."

Newly sanded gymnasium floors usually require three coats of sealer. As long as dull spots appear on the dry surface another coat is needed. In the classrooms, study hall, etc.,

where appearance is less important than usefulness, two coats usually will suffice. In any case, it is recommended that each coat of sealer be steel-wooled, including the last one. For a high gloss on a gymnasium floor then, the last coat is not steel-wooled. The high gloss of any sealer, however, is a more or less superficial film that sooner or later wears off at the points of greatest use. If removed uniformly in the beginning, the problem of a spotted floor is avoided later on.

Steel-Wooling Gymnasium Floors

In the case of the gymnasium floor, steel-wooling replaces the glaring gloss with a satin-like sheen. In the case of all other wooden floors, the gloss is restored with floor wax, a richer finish that can be maintained by occasional re-waxing. Naturally, wax is not recommended for the gymnasium floor. When the gymnasium is used for dancing purposes, the writer recommends boric-acid spangles, which can be removed by mopping with clear water.

We have discussed the job of complete refinishing, but most schools will do over the floors without re-sanding. As a matter of fact, wooden floors will not stand many sandings, so that if your floors have already been re-sanded several times, you will be obliged to adopt other ways to renovate them.

Obviously, the first job is to clean the floor. Since so few schools still treat their wooden floors with oil, it is not necessary for us to go into that phase of reconditioning. However, it may be mentioned that oil-soaked floors, even those oiled for years, can be reclaimed by several scrubblings with trisodium phosphate. Areas about ten feet square are wetted, sprinkled with dry T.S.P., scrubbed with a floor machine, and thoroughly rinsed. The operation is repeated in a week, thereby allowing the deeply imbedded oil to rise to the surface. When the oil has been removed and the floor is dry, the sealer is applied to the freshly sanded floor. If the floor has a "salty" deposit on it after cleaning, it must be rinsed again. It is also advisable to steel-wool the dry floor before applying the sealer.

Since most schools seal and wax their wooden floors, we shall proceed with our recommendations for renovating floors so treated.

Renovating Sealed and Waxed Floors

Before a fresh sealer is put on a floor, every trace of floor wax must be removed. Sealers, paints, etc., will not adhere to a waxed surface, and if all the old wax is not removed completely, the finish will soon begin to peel or scuff off. It is not too easy to remove an accumulation of old wax, and often one thinks it has been removed when most of it still remains. Regardless of the claims of "wax strippers," this writer has never been able to obtain dependable results without abrasive action. In the case of the solvent-type waxes, steel wool and naphtha, followed by soap and water, is fairly effective, but naphtha will not remove old water-wax accumulations. Neither will soap and water or even T.S.P., unless they are supplemented with an abrasive. Any of these good cleaners, however, can be depended upon if used with coarse grades of steel wool. Abrasive cleaning powders can also be relied on for a satisfactory job, if used with vigorous scrubbing action. For such work, a good floor machine is indispensable.

*Brazil, Ind.



Board of Education, Mexico Public Schools, District No. 59, Audrain County, Mexico, Missouri.

Reading from left to right: Denver M. Hudson, member; Art W. Dever, treasurer; James D. Carter, member; James F. Cooper, vice-president; Jackson A. Wright, president; S. Clay Coy, superintendent of schools; Mrs. Alberta Hampton, member; Mrs. Alta Cranmer, secretary.

In co-operation with a Citizens Committee, the Board of Education has just completed a study to bring about improvement of instruction and educational facilities. The Board recently adopted an improved salary schedule and sick leave program for all school employees.

In removing old floor wax as prescribed above, the solution should be picked up as fast as possible to keep it from drying back into the floor. To do the job efficiently, two operators should work together, one scrubbing, the other removing the dirty solution. A good industrial vacuum cleaner is ideal for this purpose, but if none is available, a squeegee and pickup pan can be employed. When the job is completed, the floor should be rinsed and allowed to dry.

If we assume now that the floor has been sealed before and that it has not been re-sanded, the first step is to patch all the worn spots. If the spots are darker than the surrounding area, due to the absorption of stain, they may require light sanding, either with the sanding disk of the floor machine or by hand.

Removing Ink Stains

Ink stains should be removed. Serviceable for the purpose is either a prepared ink remover or oxalic acid, the latter made into a solution of about one tablespoonful to a pint of water. The acid solution should remain on the stain for several minutes and then be removed and rinsed. It is well to remember that any spots or stains under a fresh coat of sealer will remain and will be increasingly conspicuous until the floor is re-sanded.

When the worn places have been prepared as indicated above, a coat of sealer is applied. Unless the spot is quite large, a paint brush is preferable to an applicator. At the edges of the patch the old surrounding coat must not be overlapped. In other words, the fresh coat is feathered out around the edges of the patch.

When the patch is entirely dry, it is gone over with coarse No. 2 steel wool. If the floor seems to have absorbed much of the sealer, the patch may require a second coat, which should also be steel-wooled when dry.

After all worn places have been patched with the sealer, the operator goes over the entire floor with the applicator. If the cleaning and patching work has been well done, the finished job will be almost as good as if you

had re-sanded. The same process may be followed with equal success in repainting the floor.

As recommended for refinishing newly sanded floors, the gloss of the last coat should be removed with steel wool, and a richer gloss is obtained with floor wax. As indicated above, the exception would be the gymnasium floor which should not be waxed. Steel-wooling the final coat of sealer results in a smoother surface, one less likely to retain soil and much easier to clean. Dust mops have a tendency to drag on a sealed surface, unless it has been smoothed off with steel wool.

Maintenance Procedure

After wooden floors have been sealed, and especially if they have been waxed, the best and easiest maintenance procedure is daily buffing with a good floor machine. The cleaning action of the machine is rendered more effective by placing a pad of fine steel wool (about No. 0 grade) under the brush, preferably the stiff scrubbing brush. This method is excellent for maintaining the gymnasium floor, in which case No. 2/0 steel wool would be preferred.

Where wax can be used, however, it will be found advantageous in several ways. It makes the floor more attractive. It sheds dirt, moisture, and stains, rendering the floor easier to clean. It is the best available protection against the abrading action of friction. Wax is nature's own lubricant, protecting the surfaces of many of its products, and so far it has no substitute for floors.

For bleached-out areas or for otherwise unattractive wooden floors, "color seals" can be used with good results. These are regular floor sealers with transparent dyes. They may be applied with applicators like plain sealers. In fact, they may be applied over old coatings of plain sealers, though the latter should be steel-wooled to insure a good bond.

A still less expensive and easier way to put color into your wooden floors is the use of wax stains. There are solvent-type waxes containing aniline stains. These are put on with an applicator like any other wax. They dry in

30 minutes to an hour and are then buffed to a polish. An old, drab maple floor can be made attractive in a very short time with a good wax stain. True, it will not hold up as long as a color seal, but it is so quickly and easily applied that it can be restored when necessary.

Oak Stains Are Most Popular

The oak stains are the most popular for wooden floors, whether color seals or wax stains. The Maple Flooring Association is now recommending that maple floors be colored by the use of such stains, thereby giving the hardest and most durable of wooden floors a touch of beauty not inherent in the wood itself.

If or when wooden floors are scrubbed, no more water should be used than is essential for a good job, and the water should not stand on the floor longer than necessary. Except when removing oil or other resisting deposits, harsh cleaners should be avoided. Caustic cleaners cause splintering and warping, give the floor a chalky, lifeless aspect, and render it very susceptible to soiling.

When a wooden floor is properly sealed and waxed, it seldom requires scrubbing. Damp mopping near entrances in bad weather will be necessary at times, but "dry cleaning" with steel wool as already described, should eliminate most of the need for mopping or scrubbing.

Except for concrete, hard maple floors are the most abuse-proof of all floors or floor coverings and, if properly cared for, they will last for the life of the building. If incorrectly installed or subjected to unfavorable conditions or abuse, they may have to be replaced in a few years.

Too many sandings cut the floor away and improper ventilation causes it to warp and decay. We have in mind a gymnasium floor that has been replaced twice in less than thirty years, due to inadequate ventilation under the floor. Twice built over a concrete subfloor with insufficient provision for the circulation of air under the floor, the sills rotted

(Concluded on page 80)

Progress in School District Reorganization

Progress in school district reorganization since 1940 has been uneven but significant. Such states as Arkansas, Illinois, Missouri, Oklahoma, South Carolina, and Wisconsin have recorded a heavy drop in the number of legal districts and a corresponding increase in the effective size of centralized elementary and high schools. The accompanying record is worthy of study.

Kenneth E. McIntyre, Ph.D.*

The reorganization of school districts and the realignment of school attendance areas within districts continue to be activities of major concern throughout the nation. Two years ago, when the writer surveyed the progress the various states were making in redistricting, it was found that approximately half of the states had, since 1940, seriously undertaken to improve school district structure.¹ Legislation, primarily of the permissive type, was passed in a number of states with the objective of setting up "natural community" school districts that could provide modern educational opportunities for children, youth, and adults in each community. The 1949 survey revealed that these permissive laws in some states brought about significant results, whereas in other states little happened in terms of actual changes in district organization. In a number of states the laws had not been on the books long enough to indicate their effectiveness.

In November, 1951, the writer made contacts with officials in each of the states in order to bring the previous study up to date. An attempt will be made in this article to show what progress has been made recently in each state.

The following table, showing the number of basic administrative units reported for each state, reveals that there are now fewer than 73,000 school districts in the United States. This figure is significant when it is compared with the nearly 119,000 districts that existed in 1938, and approximately 87,000 in 1949. This reduction in the total number of districts has come about through a variety of approaches, the most common being (1) referral of redistricting proposals to the people in the area affected, (2) compulsory merger of districts failing to operate schools or failing to meet minimum attendance requirements, and (3) redistricting by order of county boards or similar bodies.

In order to show the recent redistricting activity over the nation as a whole, the following brief statements have been prepared for each state:

Recent Reorganization Activity

Alabama—There has been no recent change in Alabama's modified county unit system, consisting of 67 county units and 41 independent city units.

Arizona—Very little change has taken place in Arizona, where 252 districts serve elementary school purposes only, and the remaining 68 districts serve secondary school purposes only. There were two consolidations of districts in 1951. A survey is being made at the present time and findings will be published upon its completion.

Arkansas—The major job of redistricting in Arkansas was accomplished by July 1, 1949, when the Reorganization Act of 1948 went into effect. Through this law, 1615 districts were reduced to 424, including 49 county units. There are now 421 districts in the state. Despite initial opposition to the movement, it now seems to be well accepted by the rural people affected by the changes.

California—The State Commission on School Districts went out of existence in

1949 and the State Board of Education assumed responsibility for the program through committees elected or appointed in 57 counties. There has been an average decrease of approximately 100 districts per year during the past five years.

Colorado—The 1949 permissive law, with minor amendments in 1951, has resulted in some encouraging action in several counties. For example, there is now a total of seven districts in the four counties of Delta, Jefferson, Mesa, and Custer, where there were formerly 100 districts.

Connecticut—Organized on the town basis characteristic of the New England states, Connecticut has recently secured a new enabling act, providing for the establishment of regional high school districts by referendum vote and the approval of the State Board of Education. One new regional high school began operation in 1951.

Delaware—There have been no recent changes in district structure or legislation in Delaware, which has a unique pattern of state and local school organization.

The Florida County Plan

Florida—Florida has 67 school districts, coextensive with the 67 counties in the state, as a result of a 1947 law. School attendance centers are decreasing in number, largely because of surveys required by the state to insure the efficient use of capital outlay funds.

Georgia—Georgia has 159 county districts and 42 independent city systems. A more liberal allotment of state funds to independent districts in 1951 caused several to withdraw from the county systems in which they had previously operated. This has resulted in an increase of 14 districts since 1949. However, attendance areas are rapidly decreasing in number—727 rural schools have been consolidated in the past two years.

Idaho—The Idaho Legislature passed a permissive law in 1947 that provided machinery through which proposals would be initiated by county committees, approved or rejected by a state committee, and finally approved or rejected by the voters in the proposed new district. In addition, a time limit was provided, after which needed reorganization would be

TABLE I. Total Number of Basic Administrative Units, by States, on November 1, 1951

Alabama	108	Nevada	214
Arizona	320 ¹	New Hampshire	239
Arkansas	421	New Jersey	561 ²
California	2,049	New Mexico	104 ²
Colorado	1,200 ³	New York	3,155
Connecticut	172	North Carolina	172
Delaware	17	North Dakota	2,145 ³
Florida	67	Ohio	1,427
Georgia	201	Oklahoma	2,100
Idaho	268	Oregon	1,100 ³
Illinois	3,658	Pennsylvania	2,523
Indiana	1,096	Rhode Island	39
Iowa	4,647	South Carolina	400 ³
Kansas	3,953	South Dakota	3,386
Kentucky	232	Tennessee	150
Louisiana	67	Texas	2,264
Maine	498	Utah	40
Maryland	24	Vermont	263
Massachusetts	351	Virginia	127
Michigan	4,918 ⁴	Washington	563
Minnesota	6,479 ¹	West Virginia	55
Mississippi	2,234	Wisconsin	5,433
Missouri	4,838	Wyoming	316
Montana	1,274		
Nebraska	6,769 ⁵	TOTAL	72,637

*Associate Professor of Education, University of Tennessee, Knoxville.

¹For a summary of the findings of this study, see the series of articles in the March, April, and May, 1950, issues of the AMERICAN SCHOOL BOARD JOURNAL.

²As of June 30, 1951.

³Most recent available data.

⁴Approximate number.

⁵As of June 30, 1950.

⁶As of January 1, 1951.

effected without a vote of the people. Through this method, the number of districts in Idaho has been reduced from 1082 to 268 since July 1, 1947.

Illinois—The community unit type of district is desired by the Legislature, and all changes in the law since the original School Survey Act of 1945 have pointed toward this. In terms of the number of districts eliminated, the permissive program in Illinois has been outstanding. In 1944-45 there were 11,955 school districts in Illinois; by 1949 this number had been reduced to 4951; and on October 1, 1951, there had been a further reduction to 3658.

Indiana—An unusually high percentage of Indiana's school districts are organized on a township basis, with 889 out of 1096 districts so organized. A 1949 law permits consolidation of two or more districts by trustee action, or by a vote of each component district if 50 legal voters petition for an election. Approximately 100 districts have been eliminated in consolidations during the past four years.

Iowa Progress Slow

Iowa—Results under the permissive law of 1945 have not been encouraging. Fear, resulting largely from adverse publicity, caused some small communities to build new school buildings to discourage suggested or rumored plans to close small schools, and certain organizations militantly gathered their forces for what one letterhead called the "Struggle for Existence." The 1951 Legislature made it possible to proceed under old laws, and a small amount of local consolidation is taking place.

Kansas—Reorganization under the 1945 law was cut short in 1947 when the law was declared unconstitutional. However, the court upheld a validating act which approved reorganization actions taken up to March 1, 1947, in which 2671 districts were eliminated. The 1951 Legislature disorganized 336 rural school districts by providing for dissolution of districts not maintaining school for three successive years. Voluntary consolidation and annexation under old laws disposed of 235 other districts in 1951.

Kentucky—With a modified county unit system consisting of 120 county districts and 112 city districts, the city systems are being absorbed gradually into the county units, under the permissive law of 1934.

Louisiana—Louisiana has 64 parish (county) districts and three independent city districts. The present organization has existed for more than 30 years, although a 1950 law empowers parish school boards to create new districts in which taxpayers can "fulfill the needs of their own local schools."

Maine—Maine has a "Community School District" law, under which six

groups of towns have united to establish regional high schools during the past five years. Elementary school attendance areas are also being enlarged, as nearly 50 towns have built central elementary school buildings.

Maryland—Except for one independent city system, Maryland has county units. Within the counties there has been a gradual consolidation of one- and two-room schools and small high schools.

Massachusetts Regional Schools

Massachusetts—For several years Massachusetts has had 312 town units and 39 city districts. Legislation in 1948, subsequently extended, encourages the formation of regional schools, some of which are now being established.

Michigan—Michigan statutes permit the consolidation of districts by a vote of the people involved. There has been a slow but consistent reduction in the number of districts in the state by this method. In 1950 and 1951, seven rural agricultural districts were formed, absorbing a total of 63 districts.

Minnesota—The Minnesota Legislature passed a permissive redistricting law in 1947. This law, together with older consolidation laws, has eliminated approximately 1000 districts since 1947. However, there were still 6479 districts in the state on July 1, 1951.

Mississippi—Mississippi seems to be moving toward the county unit type of organization characteristic of the Southeastern states. In 1950, the Legislature enacted a law authorizing county boards of education to combine all school districts in the county, with certain restrictions, into one administrative unit for either race. Attendance centers have also been decreasing in number; compared with 1948, there are now 508 fewer elementary schools and nine fewer secondary schools in the state.

Missouri—Since the enactment of the permissive redistricting law of 1948, the number of school districts in Missouri has been reduced from 8327 to 4838. A 1950 report states that 35 per cent of the proposals presented to the voters were adopted, and in 1951 it was found that 44.5 per cent of the proposals presented to the voters a second time were adopted. Between the school years 1946-47 and 1950-51, elementary school attendance centers were reduced in number from 7476 to 6302, and high school centers were reduced from 818 to 767.

Montana—Although attempts to secure comprehensive redistricting legislation have failed in Montana, districts are gradually being consolidated under old laws. Typical of the situation found in several states, dissatisfaction with inadequate consolidations that took place in the decade following 1920 still breeds opposition to redistricting in any form.

Most Districts in Nebraska

Nebraska—There are more school districts in Nebraska than in any other state. Up to the present time, the permissive law of 1949 has not brought about many substantial changes in district organization. As of January 1, 1951, there were 216 fewer districts in Nebraska than there were in 1946. As has happened in a number of states, hundreds of districts have retained their district status although they no longer operate a school. In such cases, the children are usually sent under contract to schools in other districts, although in some districts there are no children of school age.

Nevada—Consolidation under old local option laws has taken place in only two districts since 1949. Recent thinking has been directed toward a long-range objective of consolidating all second class elementary schools (fewer than 10 teachers) into one administrative unit for each county.

New Hampshire—New Hampshire has 229 town units and ten independent city units. There has been no redistricting in the past 15 years. However, a new "Co-operative School Districts Law" was passed in 1951. The procedure calls for (1) local committees, where interest is shown, to make surveys and proposals; (2) advice and counsel from the State Department of Education; (3) public meetings for explaining proposals; (4) ratification by the State Board of Education; and (5) final approval or rejection by the voters of the proposed district, after there is evidence of substantial support in each component district.

New Jersey—There has been no significant change in New Jersey from the situation that was reported two years ago.

New Mexico—New Mexico has, in effect, a modified county unit system consisting of municipal and rural districts, the latter being largely under the control of county boards of education. The number of actual administrative units (quasi corporations) has apparently remained at 104 for the past several years, although there have been numerous consolidations of sub-districts under a law passed in 1941.

New York's Intermediate Districts

New York—District structure in New York has been improving constantly since 1925 through voluntary local action, with the assistance of the Commissioner of Education and his staff. In the 11-year period following 1940, 157 central districts were formed comprising 2677 former districts. Outstanding pioneer work has also been done in the development of intermediate districts, for the provision of educational services that local districts cannot provide effectively or economically.

North Carolina—There has been no



Board of Education, Fairview Park, Ohio.

Fairview Park, a suburb of Cleveland, is served by a board of education which is determined to provide the best type of educational program possible. At present the board is supporting a vocational guidance program and a general plan of guidance for the solution of educational and personal problems. Seated around table, left to right: Maxwell V. Brown; President James S. Rignall; Vice-President Eila D. Russell; Mary W. Dial. Standing: Clerk-Guidance Director Robert H. Montgomery; Superintendent Lewis F. Mayer; Paul Hill.

recent change in North Carolina's school districts, which consist of 100 county units and 72 city systems. An extensive building program, financed from state and local funds, is instrumental in the consolidation of many small schools within existing districts.

North Dakota — The permissive law of 1947 has reduced North Dakota's 2271 school districts to 2145, assuming favorable court decisions involving approximately 20 pre-existing districts. The 1951 Legislature passed an amendment requiring a majority vote in each component district or part of a district for a proposal to carry. This provision has always proved fatal to effective redistricting in other states.

Ohio — The 1947 law has brought about 47 consolidations, each involving from two to five high school centers. There has been a reduction of 113 districts in the past two years. A major problem in Ohio is the existence of 700 rural high schools that have enrollments of fewer than 200 pupils. Many of these are operated by township high school districts that were organized 20 to 25 years ago.

Oklahoma — A mandatory law in 1947 and a permissive law in 1949 have reduced the number of school districts in Oklahoma from 4450 to 2100. Approximately three fourths of the annexations or consolidations under these laws have been effected by the mandatory method.

Oregon — A comprehensive redistricting law was passed in 1951, but will not go into effect until and unless it is approved in a state-wide referendum in November, 1952. The referred law would provide for county committees, a state advisory com-

mittee, and a commissioner for school district reorganization. Each proposed plan would be voted upon by the people in the proposed new district, an over-all majority carrying.

Conservative Pennsylvania

Pennsylvania — There have been no material changes in redistricting laws recently. Actual consolidations have eliminated only 20 districts since 1947; however, under an alternative plan, 834 districts participated in 1950-51 in 249 jointly operated school organizations. Under this plan, each participating district retains its identity.

Rhode Island — Rhode Island, with only 39 school districts, is not involved in any redistricting program. Within the past two years, only one town has consolidated its schools, by closing four one-room buildings to form one consolidated school.

South Carolina — At its most recent session, the Legislature passed a law which is now bringing about widespread reorganization, through the actions of County Boards of Education and under the leadership of a newly created State Educational Finance Commission. Many counties have already redistricted, and the remainder are in the process. Some counties have formed one county unit, whereas others have formed from two to eight districts. A reasonable guess, at the time of this writing, is that there are now between 300 and 400 districts in South Carolina, compared with the 1221 districts that existed on July 1, 1951. It is anticipated that when the process is completed, possibly within a year, there will be between 125 and 150 districts in the state. Considerable progress

has also been made in the consolidation of schools in the new districts.

South Dakota — The 1951 Legislature passed a permissive reorganization law that provides for county survey committees, approval or rejection of proposed plans by the State Superintendent of Public Instruction, and final approval by a vote of the people, provided that both rural and urban votes are favorable. The program which is now getting under way is expected to move very slowly, largely because of existing financial conditions.

Tennessee — There has been no significant change recently in Tennessee's school district situation, which consists of 95 county units and 55 city systems. However, nearly 1000 one-room schools have been closed during the past six years, including 255 during the past year.

Texas — A 1949 law requires districts that do not operate a school for two successive years to be consolidated with adjoining units. The total number of districts in Texas has been reduced from 2800 in 1949 to 2264 in November, 1951.

Utah Consolidates Attendance

Utah — Utah, with 35 county units and five city units, has a type of organization that is not found elsewhere except in the southeastern section of the country, and, in some respects, in New Mexico. This system has been in operation since 1915. The consolidation of attendance centers is the principal problem at the present time.

Vermont — A new law passed in 1951 authorized the establishment of union high school districts. Such districts shall be

(Concluded on page 80)

The American **School Board Journal**

William C. Bruce, *Editor*

SCHOOL POLICY AND PERSONNEL

THE recent widespread discussion of printed school policies in city school systems should lead, we think, to the development not only of general codes but also to special statements of aspects of school administration which are in constant flux. These latter should not be a part of the general printed rules of the board, but may be issued as separate bulletins and made available to the persons and groups most concerned. A number of the larger cities and a few of the residential suburban communities have prepared such statements reflecting a keen understanding of the prudential values of such policy making.

An aspect of city school administration that deserves such handling is the relations of the school board and its executive staff to the school employees, especially teachers and custodians. Unless the philosophy of these relationships is clearly understood, the administrative attitudes and the acts of the superintendent, the business manager, and their immediate subordinates cannot be accepted willingly and understandingly by the staffs especially in times of stress.

In any community the personnel policies of the school board are determined immediately by the character of the local economy and the relations of private employers and their workers, by the attitudes of municipal officers and politicians, and the entire atmosphere of the community. Far more liberal practices prevail in business and industry than were recognized even a decade ago. The school board must be fully abreast, if not ahead, of private employers if teachers and janitors are to be happy and willing to continue in their jobs.

The method of adjusting salaries and fixing general conditions of work is typical of the policies which deserve to be put down on paper. A board's policy in these matters may range from the extreme of individual negotiation with each teacher to the opposite extreme of dealing on a closed shop basis with a union business agent. The former method is clearly impractical except in schools of less than ten teachers; the latter method is illegal as well as insulting to any professional person. Somewhere in between there is a point at which the independent organizations of teachers and

noncertificated employees are recognized, and the staff members who choose to remain independent are given equal attention and consideration. Whatever the plan and the spirit in which it is used as the basis of decisions and actions, a clear-cut record for all to read is pretty nearly indispensable. The more nearly the practices are democratic the happier will be the whole school force.

NO COMMENT NEEDED

AMERICAN public schools are confronted with two serious problems that will affect the work of the school boards with the opening of the 1952-53 school year.

According to Commissioner Earl J. McGrath, of the U. S. Office of Education, there is a shortage of 252,000 classrooms to adequately care for the backlog in the normal school construction program, in the needed replacements, and added rooms made necessary by the growing school population. The National Survey of School Plant Facilities has uncovered this startling fact. The estimated outlay required for these badly needed facilities will total \$9,954,000,000.

Paralleling the shortage in school building facilities, and even more important, is the shortage of teachers. The annual survey of teacher supply and demand of the N.E.A. indicates that in June, 1952, only 32,443 graduates from colleges will be available for appointment as teachers in elementary schools; for high schools 62,692 graduates will be available. The present immediate demands for elementary teachers is estimated to be 160,000, and for high school teachers, \$50,000. The Association's report indicates that this serious shortage will become increasingly bad as the children born between 1945 and 1950 reach the school-entering age.

TEXTBOOK TROUBLES

THE occasional outbreaks of criticism of high school courses in social science and the charges that textbooks are destructive of our economic and social life are indicative of failures in school administration.

The critics are usually inept in using their right of petition; they are largely inexperienced in dealing with public questions and public officials; they make the mistake of unjustly attacking the integrity and professional good will of teachers and supervisors; they are prone to use a single sentence removed from its context to substantiate a charge of undemocratic or collectivist teaching; they are frequently far removed from direct personal or family or even community interest in the happenings in a given school.

Professional schoolmen are not always skillful in handling criticisms of their work. On the part of individuals and subject-matter groups, there is a hasty inclination to see a sinister purpose in a criticism and to designate the faultfinders as enemies of the schools. These teachers forget that the original preparation of a course, or the selection of a book, was made by professional individual or group action, with little or no publicity, and was not altogether democratic. A McCarthy might think of most curriculum preparation as aristocratic professionalism.

In any situation of this kind, the board of education must take the responsibility. The complete integrity and good will of staff members can be assumed; the facts and principles under criticism must be examined in the light of sound Americanism and without emotion or prejudice. Where there is reason to believe that the teaching has given affront to groups or real error has been found, corrective steps must be taken.

The true corrective, however, must be found in wiser original preparation of courses and selection of books, films, and other instructional materials. To say that a school executive or a board cannot be responsible for every detail that is taught is true; but it is also true that criticisms hinge usually on some one or a few basic principles or broad truths which are widely known, which can be anticipated, and which can be corrected. Nor will this foresight prevent fair discussion and general search for truth in teaching and learning.

AN OLD STORY

THE Yavner-Strayer Survey of the New York City schools has brought out strongly what has been known of the city school administration. School funds are not controlled independently by the board of education; there is no satisfactory budget procedure by the school administration; the so-called neighborhood school boards have lost their significance and force, and in endless aspects of the administration expediency and necessity control rather than purposeful planning.

The foregoing is true in spite of the fact that New York City has an extremely competent board of education and an experienced, devoted, professional staff of superintendents and business administrators. The New York situation is an outstanding example of the effect of politics on city schools systems and of the error of legally dominating the schools by a municipality which is constantly seesawing between political expediency and conflicting departmental interests.



Main Entrance looking west, Junior-Senior High School, Syracuse, Kansas. — Jos. W. Radotinsky, Architect, Kansas City, Kans.

To Meet Educational Program —

Western Community Builds Low Cost High School *Clarence R. Spong**

The new Junior-Senior High School of Syracuse, Kans., is the realization of long range planning which began around 1940 following the dust bowl days of the 1930's when western communities felt keenly the results of the economic depression. Considerable publicity, expert planning, and good public relations, which secured the support of the civic organizations of the town, resulted in the favorable vote at the general election of November 5, 1946, for the \$400,000 bond issue.

The school campus of approximately 18 acres contained the grade and high school units built in the years 1887 and 1915 respectively. These were overcrowded and inadequate for the modern educational program.

In 1940 an auditorium-gymnasium unit, with vocational shops and classrooms, was constructed of monolithic concrete on the south

part of the grounds. An athletic field and bus garage were completed in later years.

It was considered essential that the previously built gymnasium be included in the building plan because of its location adjoining the athletic field on the spacious campus. There was also the desire of the patrons to maintain the high school plant in its present location since it was adjacent to the existing athletic field. This location makes possible the use of high school facilities for students in the elementary school which is located on a site adjoining the new structure.

The board of education had received previously an advance of funds from the Federal Government for the planning of the project. The services of Jos. W. Radotinsky of Kansas City, Kans., an outstanding school architect, were obtained for the building project. M. W. Watson Construction Company of Topeka was the general contractor.

The space requirements for the proposed high school were determined from the functional requirements of the educational program.

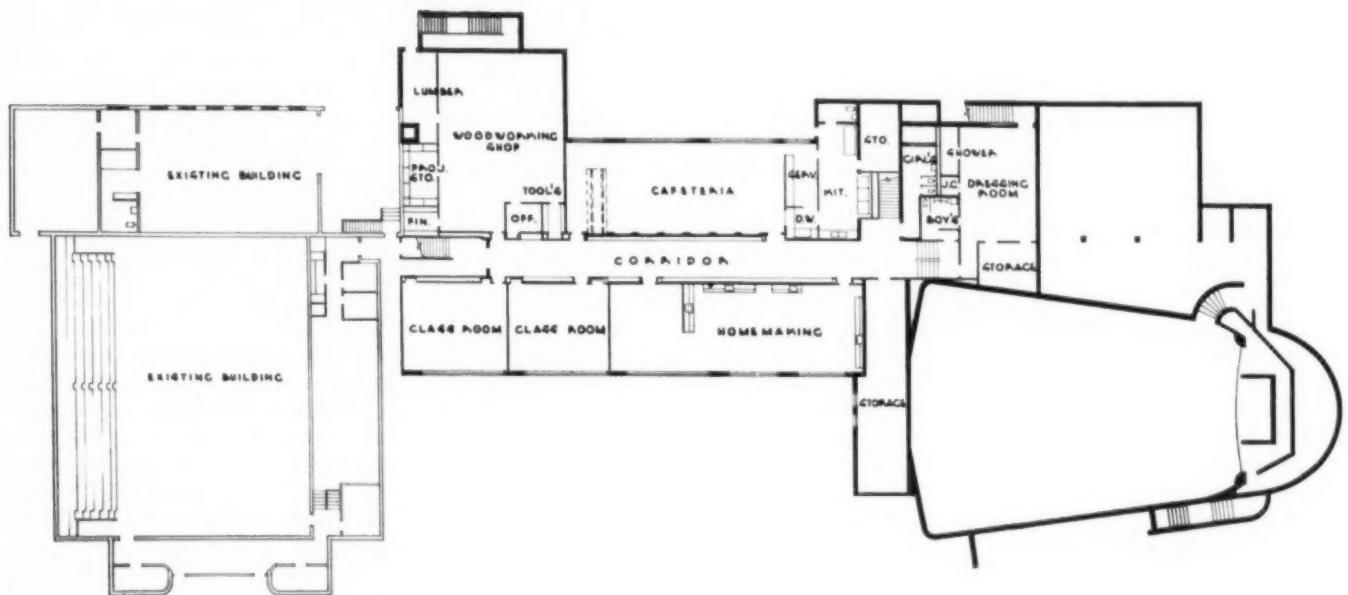
Plans to attach the building to the present gymnasium of monolithic concrete made it necessary to carry out this concrete line as a base throughout the proposed new structure. This method of connection was desirable from an architectural design viewpoint. The exterior of the building above the concrete base is executed in a velour face brick, trimmed with cut stone and decorative terra cotta inserts. The framing of the building consists of structural steel and reinforced concrete. The ceilings include bar joists, and Transit roof board applied over the joists.

The interior and exterior of the building express a modern design, streamlined in every detail. One enters beneath an attractive canopy to a pleasant lobby approaching the

*Supt. of Schools, Syracuse, Kans.



Overhangs along the entire classroom front of the Junior-Senior High School, Syracuse, Kansas, provide desirable light control.



Ground Floor Plan, Junior-Senior High School, Syracuse, Kansas. — Jos. W. Radotinsky, Architect, Kansas City, Kansas.

beautiful auditorium which, seating 750 people, is used considerably for school and community programs.

The auditorium is outstanding in stage and lighting effect, acoustical and architectural design. The stage is equipped with attractive velour curtains. Two dressing rooms as well as stage equipment storage space are adjacent to the stage. The interior of the auditorium is patterned in velour face-brick walls and acoustical tile ceiling. Band and vocal music rooms have direct entrance to the stage; they contain cabinet storage space, built-in music files. Adjoining are an instrument storage room and practice rooms.

The standard classroom is provided with steel projected type windows and light green Venetian blinds. Green chalkboards appear in all rooms; the walls are painted in light green or other pastel shades. The wardrobes and interior walls are faced with bleached oak, which is especially attractive. Light blond furniture has been used and the floors are light in color. The rooms are bright and pleasant in appearance. For night use and on dull days adequate fluorescent fixtures provide the artificial light.

The floors of the academic section are of light asphalt tile in pleasant patterns applied to a smooth finished concrete slab. Walls of the classrooms are pumic block, and ceilings are of acoustical tile. Corridor walls of tan trimmed with cocoa brown glazed tile, with recessed metal lockers, lend beauty to interior and cleanliness in maintenance.

Special Departments

The science department consists of a demonstration room, a laboratory, and growing rooms for biology. There is plenty of storage space, as well as wall cabinet cases and outstanding equipment.



The homemaking room like other instructional areas is finished in light colors for maximum visual efficiency.

The industrial-arts shop includes, besides the spacious working area, rooms for finishing and storing projects, lumber and material storage, office, and tool rooms. The entire department is equipped with new workbenches, and carefully selected modern power machinery. Students receive general shop instruction in cold and sheet metal, plastics, leathercraft, and electricity as well as woodwork.

The vocational homemaking department consists of a living room with a dining room area, and unit kitchens. Classes of 16 girls are accommodated. New equipment of electric and gas stoves, electric refrigerator, automatic washer, dryer, and mangle acquaint girls with the modern type of equipment used in the home.

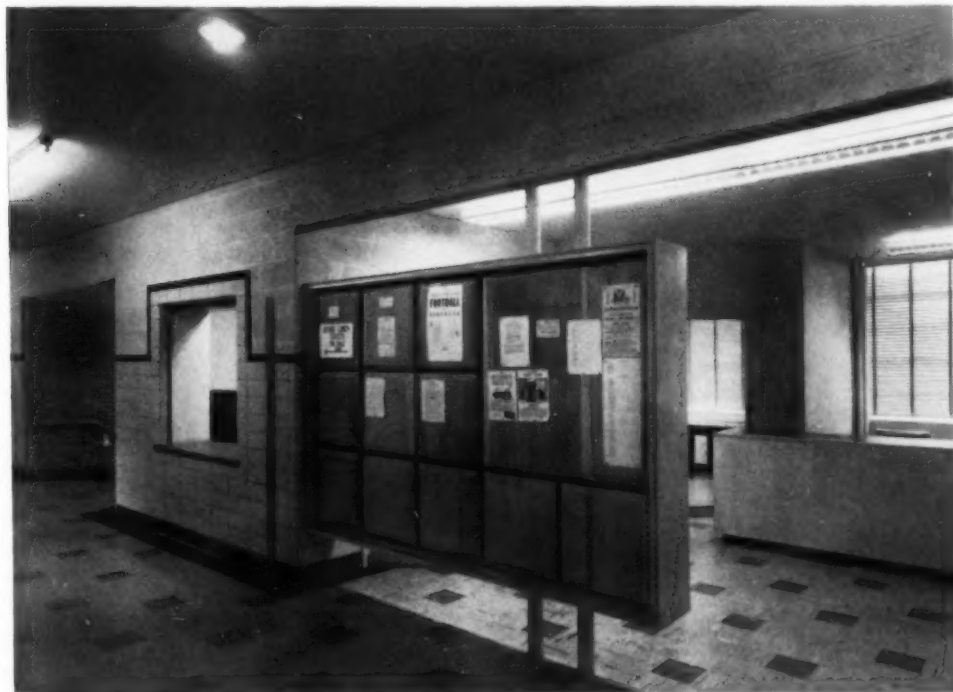
The library has been appraised as probably the outstanding room of its type in Southwest Kansas. Bright, pleasant surroundings have developed the atmosphere necessary to a library and have made the change from the former type of study hall to the true concept of a school library. One sees a curved service counter of beautiful bleached oak, a laboratory workroom, built-in cabinets of same material filled with classified books, attractive pictures, built-in spaces for magazines, newspapers, and card catalogue. On the east are high and spacious windows providing a maximum of natural light and ventilation. There is also the reading room where students may study or leisurely browse among the books.

A glass partition separates the two commerce rooms. On the south of the bookkeeping room is a wall cabinet case with a workbench.

The reception lobby is dignified and restful and provides a happy atmosphere for visitors. Adjacent to the hall is a small conference room which is also used for student activity transactions. On entering the outer office one notes the attractive dark gum wood bulletin boards, the clock and signal bell control, and the open teachers' boxes. At a beautifully constructed counter the pupils may consult with the principal or a clerk concerning the many routine details of school life. In the superintendent's office nearby, blue and peach walls combined with new dark green furnishings present an attractive appearance to students, faculty, or school patrons.

The modern office furnishings for the secretaries and the large fireproof safe for storage of school records are notable features.

The school lunchroom contains a serving counter of stainless steel, a return room for lunch service, electric dishwashing unit, large kitchens fitted with labor saving equipment, a supply and storage room with outside entrance. The spacious dining hall has built-in wall tables and benches accommodating 140 students.



The main corridor looking toward the bulletin board, wardrobe, and main office.



The shop between the first and second grade rooms is used by all the children for project work.

For Nursery and
Grade Pupils —

The Lower School of Milton Academy

Ames, Child & Graves, Architects,
Boston

In planning the Lower School of Milton Academy the architects, Messrs. Ames, Child, and Graves, Boston, were entrusted with the task of providing a school building suitable for children from nursery age through the second grade, with plenty of area per pupil to enable teachers and children to engage in a wide range of activities. The maximum number of children in each class was to be

25. Two shops conveniently placed between classrooms, to be used to segregate groups of children for special projects, were a requirement not usually found in elementary schools. The usual principal's office, secretary's office, teachers' room, library, music room, toilets, and an all-purpose room were some of the other requirements.

A one-story building was decided upon as

being the best type for very young children. Every attempt possible was made to bring the scale of the building down to the scale of the child. The main entrance is through a low covered porch. The north corridor is only 8 ft. high instead of 12 ft., the height of the classrooms. In the lowest grade section the classrooms face south and have sloping ceilings. The top of the windows from which the



The first grade classroom is typical of the arrangement, natural lighting, artificial lighting, heating and ventilation of all the classrooms.



The playground of the Milton Academy Lower School is sodded but the area adjoining the nursery and classrooms has black top for wet weather use.



The nursery overlooks the playground and wooded country beyond.



View of the Lower School, Milton Academy, Milton, Massachusetts.— Ames, Child and Graves, Architects, Boston, Massachusetts.

main source of light comes, are 8 ft. 6 in. high. The required glass area was arrived at by the introduction of light through high

windows on the north side of the rooms.

The classrooms of the older grades face west. Here too, bilateral lighting was intro-

duced. The high windows there allow the morning sun to penetrate, but not enough to be a handicap.

All classrooms have ventilated clothes-storage space and a teacher's closet. Sinks are provided in the classrooms of the lower grades and in each shop.

The square-foot area per pupil, including the shops, is 30 sq. ft., a little more than the average square-foot area usually provided in elementary schools.

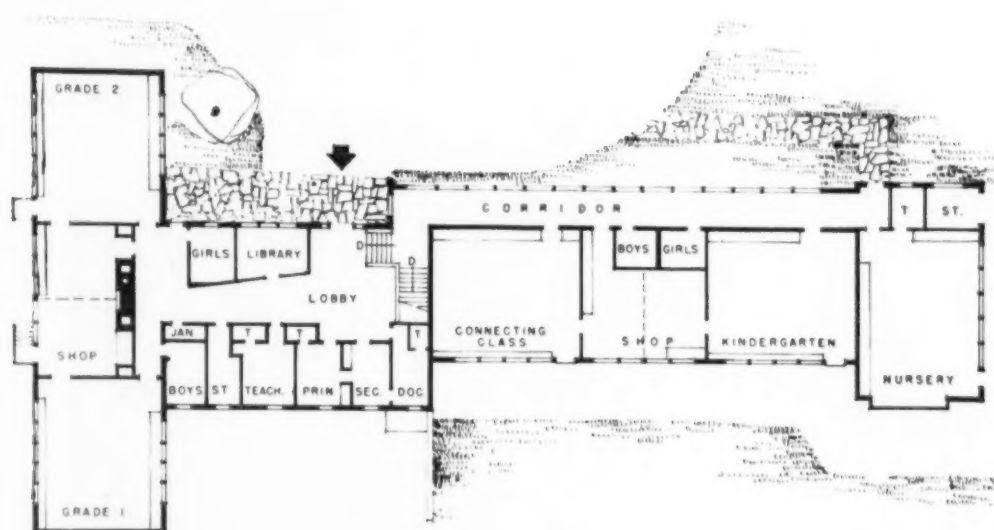
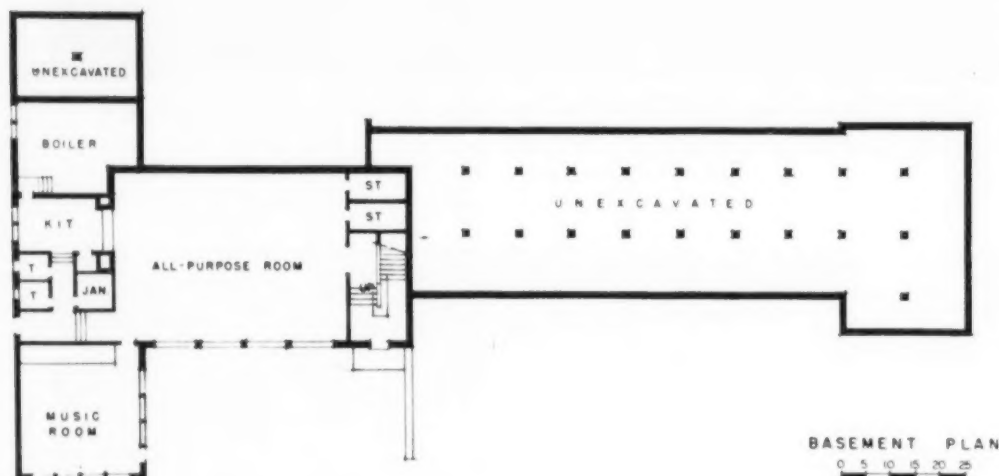
The slope of the lot allowed for two stories on the southwest side of the building, thus giving an all-purpose room and a music room with full windows flooded with light and sun. A small conveniently arranged and efficiently equipped kitchen is closed off from the all-purpose room by two sliding overhead doors coming down to the counter.

To avoid maintenance cost the exterior walls were made of water-struck brick, and to overcome the difficulty of obtaining critical materials such as steel, the roof was constructed of wood and covered with asphalt shingles. For the same reason the floor joists were also made of wood. The interior partitions are made partly of cinder block and partly of studs covered with metal lath and plaster.

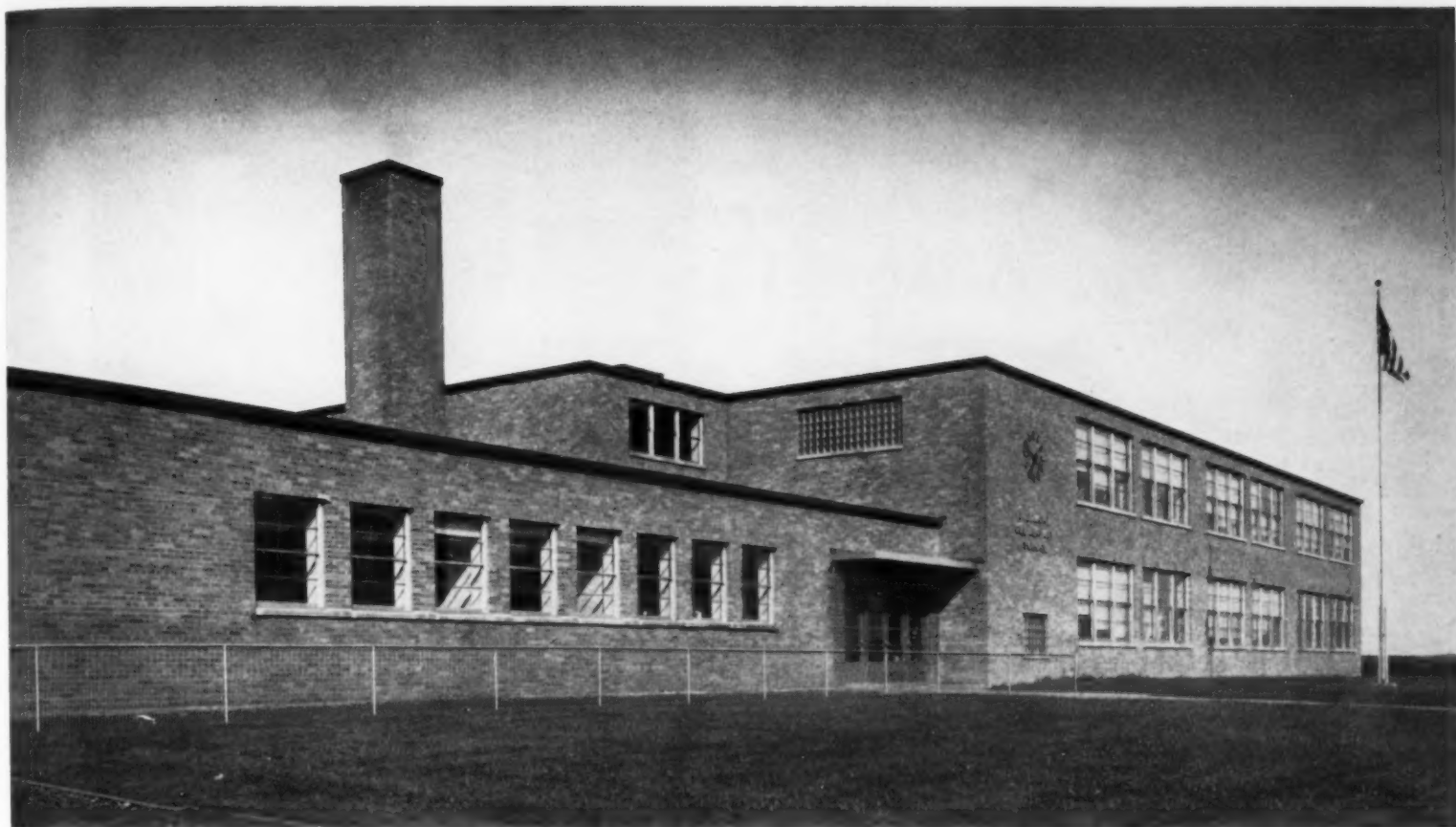
The finished floors are all of asphalt tile laid on plaswood, a relatively soft wood-fiber board. Research into floor construction of elementary schools led us to the conclusion that such a floor was warmer and softer than the more usual concrete-slab floor construction.

The classrooms of the lower grades have doors which open directly on to the playing areas. Off these rooms a strip 20 ft. wide is paved with bituminous concrete. The nursery has a special storage space for play equipment opening directly to the outside.

The building was built for \$200,000 including driveways, turn-around, water and sewer connections, and architects' fees. The cost per cubic foot was \$1.10. The cost per pupil was \$1,444, a little less than the average per-pupil cost of elementary schools in Massachusetts.



First Floor Plan, Milton Academy Lower School, Milton, Massachusetts.— Ames, Child and Graves, Architects, Boston, Mass.



The new Piedmont Elementary School, Duluth, Minnesota. — Otto M. Olsen, Architect, Duluth, Minnesota. Left of entrance are administrative offices, nurse's suite, and kitchen; at right, classrooms in two story section. (Photo, Basgen-Presley)

For All Temperatures —

Duluth Builds a New School

*Alvin T. Stolen**

A fanfare, please!

Citizens of Duluth, Minn., formally dedicated a new elementary school building, the Piedmont School, February 4, 1952. To understand the importance of this news item, one must know that this is the first new school building in the city since 1929. It is also the first completely new building financed through a 3 million dollar school bond issue which Duluthians in every voting precinct in the city passed two years ago.

It was a dramatic moment when children moved into their new school. A caravan of seven school buses, led by a school police officer in a car with the siren screaming, transported the children from their old building to their new one. As the caravan approached the building, mothers ran from their homes to the school, armed with cameras and accompanied by the family dogs.

*Superintendent of City Schools, Duluth, Minn.

"Boy, aren't we lucky!" That was the first expression heard from the children as they marched from the buses into the building. The moving in was accomplished in surprising order. Children merely followed their teachers into their respective rooms, hung up their wraps, and arranged their books and supplies in their desks. Then excitement set in. In the first-grade room, a small boy spied the drinking fountain. Immediately, everybody was thirsty. The little boys in the second grade wanted to see their washroom. Children in the kindergarten were intrigued with the figures inlaid in the floor linoleum. It was a gala day when pupils moved into the Piedmont School.

Three days later, on a sunny Sunday afternoon, 3000 citizens of Duluth attended the open house and dedication ceremony at the school. Souvenir programs were given the visitors.

The Piedmont is situated on a five-acre tract of land in the center of a new residential development. High on a hill, it affords a splendid view of the blue waters of Lake Superior and the harbor in St. Louis Bay.

The school is a two-story building erected at a contract cost of \$374,371.78. Architect Otto Olsen's plans were for a building suitable for modern education and for a rugged climate. The exterior is a blended buff brick. There are 10 classrooms, all but two in use. The present enrollment is 250, but the building will accommodate 400 pupils.

Here is a school designed for children. Toilet facilities and movable, adjustable seats and desks are of various sizes. Chalkboards, tackboards, and built-in worktables and cupboards are at different levels. Every room is cheery with light and color.

Corridors and rooms have ceilings of perforated acoustic tile and floors of asphalt



Duluth has much sub-zero weather, but classrooms are always comfortable. Here is the reading corner in the first grade. Through windows Lake Superior can be seen in distance.



*The kindergarten has an inlaid circle in the linoleum floor, wood trim cabinets; furniture, including piano, are in blond finish.
(Photo, Basgen-Presley)*

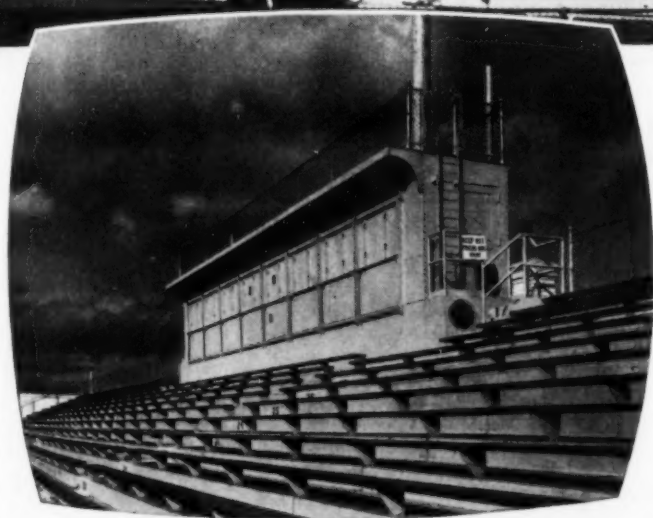
marbelized tile in various colors and designs. Coved rubber baseboards for walls and cabinets can be kept clean easily. Woodwork throughout the building is of oak in blond finish. Flush doors have louvers for ventilation, and classroom doors have three panes of clear glass. Windows in horizontal frames of aluminum alloy have indoor storm sashes. In classrooms, there are two units of three windows each. Window stools are slabs of polished gray marble. Fluorescent lighting is installed, with nine 4-light fixtures in all classrooms except the kindergarten, which has 11 fixtures.

A spacious tiled entrance hall runs through the building. Off the corridor leading south are the administrative offices. The general office includes a small waiting room, a counter, teachers' individual mailboxes, and cupboards for current supplies. On the corridor side are huge windows. Off this office is the principal's office. The next room is for teachers. At the end of the hall is the nurse's suite: an examination room, linen closet, lavatory, and cot room, making a little hospital.

Double doors off the entrance hall lead to the assembly room, which serves for both auditorium and gymnasium activities. The

(Continued on page 60)

10,000 safe,
permanent, comfortable seats
for TROY, Ohio
sports spectators



Steel press box, with windows covered for between-season protection.

North Stand, 3,000-seat capacity, 30 rows deep, 270 ft. long.



PITTSBURGH • DES MOINES

STEEL DECK *Grandstands*

Two sturdy, handsome Steel Deck Grandstands by Pittsburgh-Des Moines serve the seating requirements of 10,000 spectators at Troy's high school stadium. Carefully planned for maximum utility, these Stands will deliver many long years of satisfactory service—a lifetime investment in quality. • Write for our detailed Grandstand Brochure.

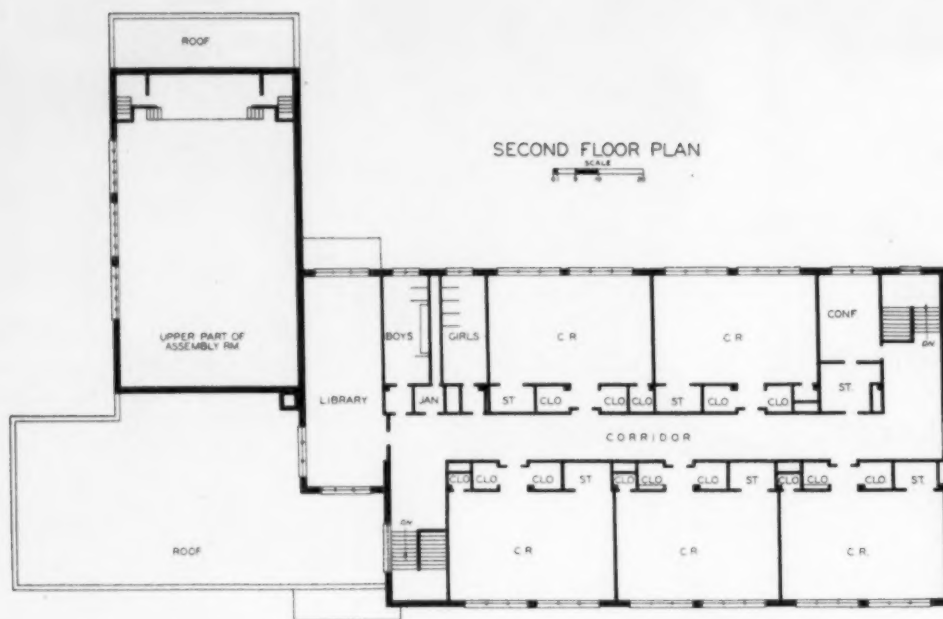
PITTSBURGH • DES MOINES STEEL CO.

Plants at PITTSBURGH, DES MOINES and SANTA CLARA

Sales Offices at:

PITTSBURGH (25), 3429 Neville Island
NEWARK (2), 296 Industrial Office Bldg.
CHICAGO (3), 1219 First National Bank Bldg.
LOS ANGELES (48), 6399 Wilshire Blvd.

DES MOINES (8), 928 Tuttle Street
DALLAS (1), 1228 Praetorian Bldg.
SEATTLE 519 Lane Street
SANTA CLARA, CAL. 618 Alviso Road



(Continued from page 58)

walls are tiled. Light fixtures are installed high on either side of the beams, and spotlights are trained on the platform. Next to the assembly room are a storage room for gymnasium equipment and a completely equipped kitchen, with an outdoor entrance and a service window into the assembly room. The modern kitchen is convenient for community meetings as well as service for pupils. To accommodate youngsters, there are folding leg tables of different heights, which can be put up easily in the assembly room.

Classrooms are located on either side of the north corridors. Each classroom is 24 by 36 ft., in size. The door leads into an entry with a cloakroom on either side, separated from the room by partial walls. From the time a pupil enters the room he is under supervision of his teacher. Each room has a



*Floor Plans, Piedmont Elementary School, Duluth, Minnesota.
Otto M. Olsen, Architect, Duluth, Minnesota.*

work space area, equipped with cupboards for tools and materials, linoleum covered counter, and lavatory and drinking fountain. (One can tell about what grade is scheduled for a room by the height of the cupboards, counters, and plumbing.) In one corner by windows is a room library, with adjustable shelves, a round table and chairs.

Furniture is constructed of blond oak. Under the windows, between convectors, are shelves for classroom supplies. The green glass chalkboards and white tackboards have moldings so pictures can be hung from them. One detail, dear to the heart of the teacher, is a closed cabinet about 18 inches wide, 45 inches high, and 40 inches deep to hold the big sheets of cardboard and paper for which there never seems to be a place. Above this cabinet are four narrow shelves for displaying children's work. This cabinet separates the work space area from the reading corner. Another boon to the teacher is a closet of her own with

a door which can be locked. In the closet are a cabinet and a place for wraps.

The kindergarten, 24 by 49 ft. in size, deserves a couple hundred words. It has two toilet rooms, one done in pink and the other in blue, equipped with small, low toilets. The floor is covered with buff linoleum in which is a huge circular design: a solid plum colored center encircled with a wide band in shades of green in which are inlaid tan numerals 1 to 12; alternate wedges of green and buff inlaid with figures of animals in alternate colors; and an outer circle in green inlaid with letters of the alphabet in buff. This room has a direct exit to the kindergarten's own play yard.

Color plays a large part in the beauty of the building. Corridor walls are painted a clear yellow, and classrooms use a combination of colors: mulberry and light green; green and peach; and mulberry, green, and yellow. In each room, the window wall is a different color from other walls, the color

(Concluded on page 62)



THE RECENTLY completed Campus School is the latest addition to the facilities of St. Mary's College, Notre Dame, Indiana. It will serve the children of three neighboring parishes and will also serve as a "laboratory" school for prospective teachers attending this famous college for women established over a century ago by the Sisters of the Holy Cross. The building was designed by architect Francis W. Kervick, South Bend. The installation of Heywood-Wakefield furniture for the 13 classrooms was handled by The Potomac Engineering Corporation, Chicago, Ill., distributor for Heywood-Wakefield Company.

Tubular Steel Furniture Selected for New "Laboratory" School

AT RIGHT—Under the supervision of Mother Loretella and other Sisters of the School, the light, pleasant classrooms were carefully planned and equipped for both learning and teaching. Here, S 967 plastic topped tables are used with All-Purpose Chairs S 915 in a Kindergarten room.

★ ★ ★

BELOW—In this and other primary classrooms, Table-Desk S 1039 OF with Chairs S 915 are arranged easily to suit the needs of each class. Note how sensibly graded sizes assure proper height for each pupil.

The many advantages of sturdy, light weight Heywood-Wakefield Tubular Steel Furniture which led to its selection for St. Mary's Campus School make it an ideal choice for any school or college. Write today for our new, fully illustrated catalogue.



*School Furniture Division
Gardner, Massachusetts and
Menominee, Michigan.*

★ The ORIGINAL Tubular Steel School Furniture ★



On a cold winter's day, Principal Guy H. M. Warren welcomed children to their new school. Room above entrance is library. The clock is operated by school time control and signal system. (Photo, Barney Thomas, Duluth Herald-News Tribune)



Corner in fifth grade room showing linoleum covered counter in work corner. Dark wall and ceiling of alcove are painted in mulberry to match opposite wall; rest of room in peach color.

(Concluded from page 60)

repeated in the ceiling above the cloakrooms and work areas.

On the second floor are classrooms and a library. The latter, decorated in soft, restful green, has windows on three sides. There is also a conference room for teachers and parents.

An audio-visual room in the basement has a slanting floor, projection booth, and stage, and may double for a little theater. The lights may be controlled from the booth or backstage.

On each floor are toilet rooms and book and supply rooms.

A complete RCA communication system is installed with a loud-speaker in each room. It can be tuned in to one or several rooms to give a program originating in the office or to send out phonograph or radio programs. Two aeriels provide for FM and AM program. A teacher in her classroom can communicate with the office on the two-way system.

At the rear of the school is a large room with no entrance to the building. Opening on the playground, it is used as a warming room for skaters and recreation room for children using the playground in summer. On either side of this room is a toilet room.

This is Duluth's new Piedmont School.

Propose New Lighting Standards

The Division of School Buildings and Grounds, of the New York State Education Department, has issued a bulletin setting forth tentative regulations for achieving visual comfort and efficiency in classrooms, together with a set of lighting standards. These new regulations are particularly significant in that they recognize adequate and proper artificial lighting as an acceptable source for classroom illumination.

The bulletin points out that visual comfort depends not only upon ample light, but on reasonably low brightness differences between various surfaces within the visual field.

In order to provide a comfortable feeling for room occupants and to permit relief for their eyes through substantial change in focusing distance, each schoolroom—except gymnasiums, auditoriums, and similar rooms—must be provided with clear glass window area, which must extend more than 80 per cent of the length of the wall in which it occurs. Window sills must not be more than 30 inches high and windows must extend to 72 inches above the floor.

Glass areas should be placed and extended to minimize brightness differences. Direct view of the sky and other bright exterior surfaces produce glare and should be avoided.

All classrooms occupied the major portion of

the day by the same group of children should be oriented so as to receive sunlight for some part of the day. This permits south-lighted classrooms, but east and west orientation is preferred.

The new rules relax the old requirements of glass area, but set up the principle that the short side of any classroom be not less than 60 per cent of the longer dimension. Ceiling heights may not be less than 9 feet. No point in any room may be more than 40 feet from the windows.

A table of minimum foot-candle requirements has been provided:

Location	Minimum Foot-candles	Initial Foot-candles
Classrooms, study halls, lecture rooms, libraries..	20	27
Offices	20	27
Sewing rooms, drafting rooms, art rooms, other rooms	30	40
Shops, laboratories	20	27
Gymnasiums, playrooms, swimming pools	20	27
Auditoriums, assembly rooms, cafeterias, study rooms	20	27
Rooms not used for study	10	13
Corridors, stairs, passage- ways, indoor areas used by students	10	13
Locker rooms and toilets..	10	13
Sight-saving rooms	40	53

(Concluded on page 70)



School District Government

The enactment and enforcement of a rule against the retention of married women teachers was within the power of the board of education and did not violate the Teachers Tenure Law. SHA, ch. 122, § 24-3. — *People ex rel. Templeton v. Board of Education of Township High School Dist. No. 201*, Cook County, 102 Northeastern reporter 2d 751, Ill. App.

Janitors, bus drivers, and mechanics are "public school employees" within the meaning of a [Kentucky] statute making a recommendation of the superintendent of schools a condition precedent to the right of the county board of education to appoint principals, supervisors, teachers, and other public school employees. KRS. 160.380. — *Reed v. Greene*, 243 Southwestern reporter 2d 892, Ky.

School Lands and Funds

The operation and administration of the public schools of the state are for the benefit of public welfare in general and hence are subject to legislative control, and school properties are possessed solely for public use and welfare. — *Orleans Parish School Board v. City of New Orleans*, 56 Southern reporter 2d 280, appeal transferred 55 Southern reporter 2d 245, 219 La. 1063.

The provisions of the Georgia State School Building Authority Act and the provision of the Minimum Foundation Act vesting the State Board of Education with wide discretion in administering school funds did not violate the constitutional provisions vesting all legislative powers in the General Assembly and commanding that legislative, executive, and judicial powers remain forever separate and distinct. Ga. const. art. 1, § 1, par. 23; art. 3, § 1, par. 1; art. 7, § 6, par. 1, Ga. code ann. §§ 32-408, 32-420; Ga. laws of 1949, p. 1412, § 11; laws of 1951, pp. 252, 257, §§ 14, 21. — *Sheffield v. State School Building Authority*, 68 Southeastern reporter 2d 590, Ga.

Generally, the common or free school system of education is a primary and distinct function of the state, under state control, and is not a part of the local self-government inherent in the town, township, or incorporated community, except in so far as the legislature makes it such. — *Orleans Parish School Board v. City of New Orleans*, 56 Southern reporter 2d 280, appeal transferred 55 Southern reporter 2d 245, 219, La. 1063.

School District Government

School boards have no other powers than those which are conferred upon them by the legislature. — *Great Northern Ry. Co. v. Severson*, 50 Northwestern reporter 2d 889, N.D.

School District Claims

Where a girl 15 years old or under did not make application for a leave to serve a notice of claim for injuries against the board of education until 12 days after the expiration of the statutory period for serving a notice of claim, and the delay in serving the notice was essentially attributable to disability by reason of her infancy, the 12-day delay was not unreasonable and she should be allowed to serve a notice of claim.

General Municipal Law, § 50-e. — *Gaddis v. Board of Education*, Central School Dist. No. 1 of Averill Park, 108 N.Y.S. 2d 320, 200 Misc. 44, Affirmed, 106 N.Y.S. 2d 915, 278 App. Div. 1038.

Teachers

Where the contracts of women teachers for the last year of their probationary employment, provided that the teachers would be subject to the rules and regulations governing the school and subject to the provisions of the state tenure law, and the teachers later acquired tenure status, their contracts continued to be subject to the provisions of the tenure act and the lawful regulations of the board of education. SHA, ch. 122, § 24-3. — *People ex rel. Templeton v. Board of Education of Township High School Dist. No. 201*, Cook County, 102 Northeastern reporter 2d 751, Ill. App.

School District Property

Rental contracts by the county board of education are the corporate actions of the counties — *Sheffield v. State School Building Authority*, 68 Southeastern reporter 2d 590, Ga.

A county board of education has power under the statute to sell at private sale, any schoolhouse property for which it has absolute title where the board finds and by resolution declares that such property is not necessary or convenient for school purposes, but the board has no power to sell any property which has been conveyed to and accepted by it or its predecessor in title in trust for educational purposes, except at public sale and after proper leave to sell has been obtained from the Superior Court as provided by statute. — Ga. code ann. §§ 32-909, 108-408, 108-409. — *Duffee v. Jones*, 68 Southeastern reporter 2d 699, Ga.

Omega *

FIRST and FINEST

CHALKBOARD CHALK

in

Color!

- Yellow
- Orange
- Red
- Violet
- Blue
- Green
- Brown
- White

✓ **SAFE FOR YOUR CHALKBOARD**

Writes Smoothly—Erases Easily

Write for 2-stick sample—send 10c
to cover cost of handling and mailing

WEBER COSTELLO COMPANY

Chicago Heights, Illinois, U. S. A.

* ® Weber Costello Co.



"50,000 miles is nothing for a Dodge!"

... says S. P. JONES, Supervisor of Transportation, Volusia County, Fla.

"Back in 1934 we started using Dodge school buses and we've used them almost exclusively ever since," says Mr. Jones. "We like the good service we get. You can really *depend* on Dodge!"

"You know, we can't afford to have our equipment laid up. Why—it's *nothing* for a Dodge to go 50,000 miles without any major repairs like a ring or bearing job. No wonder I'm a Dodge booster!"

From the Statue of Liberty to the Golden Gate, school executives are quick to agree with Supervisor Jones about Dodge. And one mighty good reason lies in the fact that *Dodge meets or exceeds every recommendation of the National Conference on School Transportation!*

For instance, you get the added safety of molded, tapered Cyclebond brake linings. You get the effortless handling ease that only wide front tread and shorter turning diameters can give you. And you get the top economy of a "Job-Rated" power plant, with choice of three great high-compression engines to fit your power needs to a "T".

But how about hearing the *whole* story? There's a friendly Dodge dealer nearby who'll gladly lend a hand in discussing your transportation needs. Drop in for a chat soon.

School Bus Chassis for Bodies Accommodating 30, 36, 48, 54 and 60 Passengers



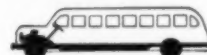
MODEL FS-152
10,800 and 11,900 lbs. G.V.W.
For 30 and 36 pupils.



MODEL HHS-192
15,500 lbs. G.V.W.
For 48 pupils.



MODEL JS-212
16,125 and 17,000 lbs. G.V.W.
For 54 pupils.



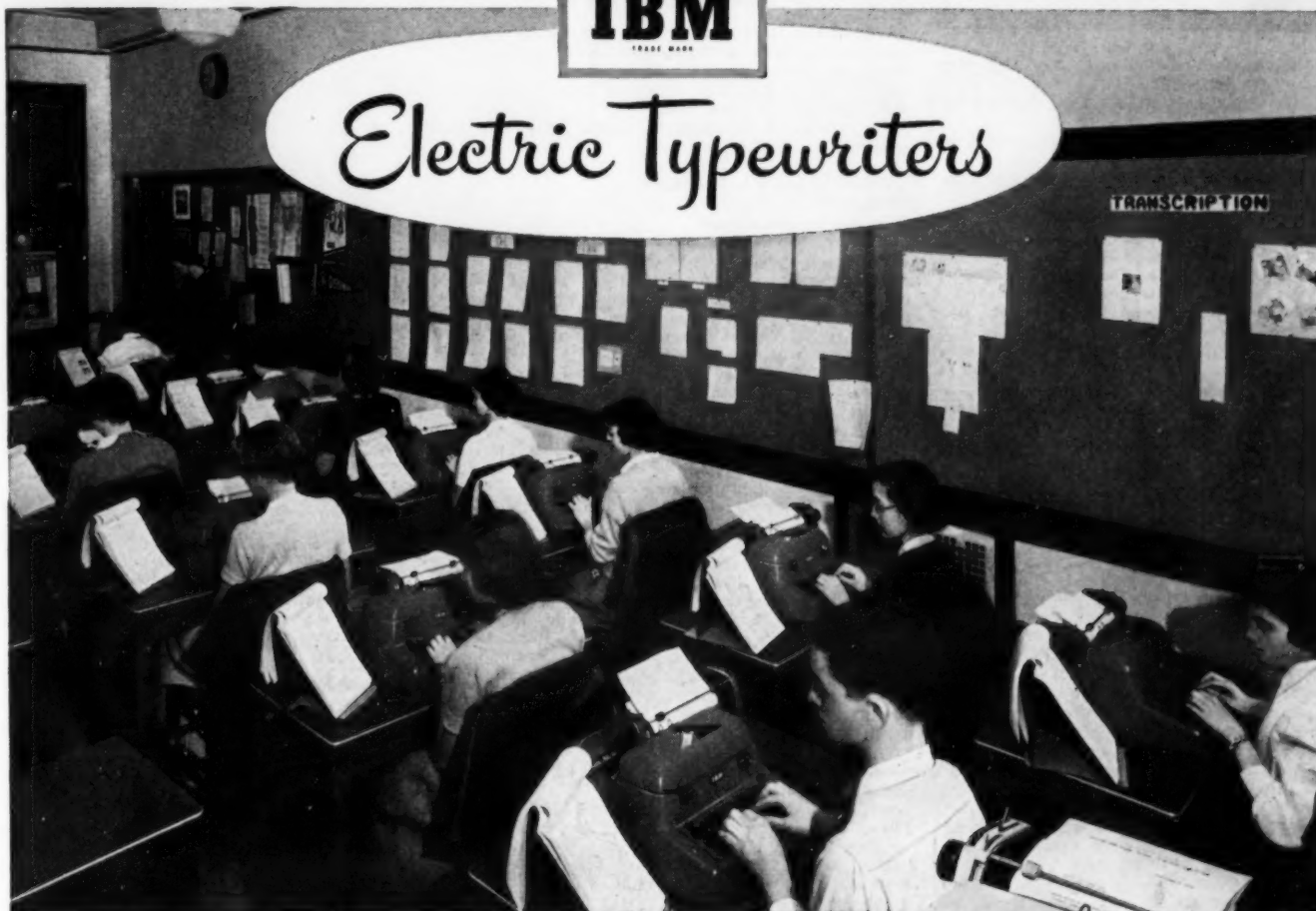
MODEL RS-229
18,075 and 19,000 lbs. G.V.W.
For 60 pupils.

DODGE "Job-Rated" School Bus Chassis

STUDENTS LEARN TWICE AS FAST ON

IBM
TRADE MARK

Electric Typewriters



Mrs. Priscilla Ewing supervises her typing class at Ossining High School, Ossining, New York.

Experiments conducted with beginning typists by Mrs. Priscilla Ewing of Ossining High School revealed that students working with IBM Electrics were further advanced at the end of a *single term* than were students who had been learning on manuals for a *full school year*.

Compared with their own classmates using manuals, IBM students were averaging 14.0 net words per minute higher speed at the end of a semester. At the same time, IBM students were typing 3.5 net w.p.m. faster at the end of *one semester* than the average speed registered by a broad cross section of *full year* manual pupils.

What happened when the IBM students were transferred to manual machines? Results were equally impressive. When tested at the end of 5 periods, they could operate the manuals faster and better than the pupils who had been using manuals from the start.

Test after test proves that typing students build speed and accuracy faster and easier on IBM Electric Typewriters. Why not bring the proved advantages of IBM's to your students?

INTERNATIONAL BUSINESS MACHINES



Send for Free Teaching Aids

IBM, Dept. AS-6
590 Madison Ave., New York 22, N. Y.

☐ Please send booklet, "Electric Typewriters in Education," and complete kit.

Name _____

School _____

Address _____

City _____ State _____



PERSONAL NEWS

► **SUPT. J. DAVIS HILL**, of Galveston, Tex., has been re-elected for a new three-year term.

► **SUPT. E. W. WILLERT**, of Wayne, Neb., has been re-elected for a two-year term.

► **HAROLD CLARK** has been elected superintendent of schools at Peabody, Kans.

► **SUPT. CARL HENDERSON**, of Moberly, Mo., has been re-elected for his seventh year.

► **SUPT. GEORGE H. LITTLE**, of Adrian, Mich., has been re-elected for the coming year.

► **RALPH VAN VOLKINBURG**, of Willow Run, Mich., has accepted the superintendency at Grand Haven. Elected for a three-year term, he will take office July 1.

► **SUPT. HOMER H. KELLEY**, of Fairbury, Neb., has been re-elected for a two-year term.

► **SUPT. M. F. STARK**, of Hiawatha, Kans., has been re-elected for the coming year.

► **JOHN A. WHITEHEAD**, of Lynn, Mass., has been elected superintendent of schools at Swampscott, where he succeeds Frank L. Mansur.

► **BERTRAM HOLLAND**, formerly principal of the high school, Watertown, Mass., has accepted a similar position in the high school at New London, effective July 1, 1952.

► **CARL L. PARKER**, of Flat River, Mo., has been elected superintendent of schools at Maplewood. Mr. Parker was given a three-year term and an annual salary of \$10,000.

► **DR. W. W. CHARTERS**, author and educator, died at his home in Livingston, Ala., on March 8, following a heart attack. Dr. Charters held education and research posts with a number of universities, including the universities of Missouri, Illinois, Pittsburgh, and Chicago, and Carnegie Institute of Technology. He was the author of a series of books, bulletins, and articles on technical subjects relating to education.

► **MCDONALD F. EGDORF**, of Wyandotte, Mich., has been elected superintendent of schools at Garden City, L. I., N. Y., to succeed Frank R. Wassung who is retiring.

► **H. L. FOSTER**, superintendent of schools of Longview, Tex., since 1914, has announced his retirement, to become effective at the end of the school year.

► **ALBERT SAMUEL COOK**, formerly state superintendent of schools of Maryland for 22 years, died March 10,

in Baltimore, at the age of 79. Mr. Cook joined the Maryland school system following his graduation from Princeton University and became known as a pioneer in education methods for rural schools. He attained wide recognition for his program of state aid in equalizing rural and city school facilities. He also set up a supervisory system for the schools which became a model throughout the nation.

► **KENNETH G. GILLASPIE** has been elected superintendent of schools at Georgetown, Ky., to succeed J. Wilbur Lancaster.

► **JACK ELDER** has been elected director of instruction and curriculum at Tyler, Tex.

► **SUPT. GUY B. HOMMAN**, of Glasco, Kans., has been re-elected for another year.

► **SUPT. GEORGE P. SAUER**, of Steamboat Springs, Colo., has been re-elected for the next year.

► **SUPT. J. L. CAMPBELL**, of Carthage, Mo., has been re-elected for another year.

► **LEROY C. BISHOP**, of Ironwood, Wis., has been elected superintendent at Washburn, to succeed M. C. Schmallenberg.

► **G. W. HEYING** has been elected superintendent of schools at Hermann, Mo., to succeed Herbert L. Bracht.

► **WALTER MYERS**, of Oskaloosa, Iowa, has been elected superintendent at Garnett, Kans.

► **EDWARD J. ZEIDLER** has been elected superintendent of schools for Whitefish Bay, Wis. He succeeds Clifford Mulrine, who died recently after 21 years of service as superintendent.

► **NORMAN WEINHEIMER**, of Millburg, Mich., has been elected superintendent of the Niles township No. 2 consolidated school district at Niles, Mich.

► **R. E. SLAYTON**, of Alice, Tex., has been elected superintendent at Longview.

► **JESSE BATCHELOR** has been re-elected superintendent of schools at Stockbridge, Mich.

► **SUPT. E. D. CLEVELAND**, of Palestine, Tex., has been re-elected for a new three-year term.

► **DARRELL R. BLODGETT**, of Jacksonville, Ill., is the new superintendent of schools for School Dists. 36 and 95 at Wheaton. He succeeds K. K. Tibbetts.

► **SUPT. DON L. FARMER**, of Florence, Kans., has been re-elected for his fifth year.

► **JOE E. KUKLENSKI**, Jane, Mo., has been elected superintendent at Lockwood, to succeed H. Earl Jones.

► **EDWARD E. SCOTT**, of Saffordville, Kans., has been elected superintendent at Cheney, to succeed Frank C. Harris.

► **SUPT. BARTON L. KLINE**, of Beatrice, Neb., has been re-elected for a new three-year term.

► **JESSE G. STRATTON**, of Clinton, Okla., has been elected president of the Oklahoma State School Boards Association. **HENRY AYRES**, Weatherford, was named to the board of directors.



Judge Charles Penningroth has served as a member of the Cedar Rapids, Iowa, Board of Education for 18 years. He retires this spring because of the duties of his present judgeship. During this tenure of office on the Cedar Rapids Board, Judge Penningroth has served as President of the Board for 6 years. During this time the Cedar Rapids school system has made its greatest expansion. He is an outstanding attorney, community leader, and citizen in Cedar Rapids.

► **WILLIAM J. LOSSONE** has been re-elected chairman of the school board at Easthampton, Mass.

► **WILLARD ALLPHIN** has been elected president of the school board at Danvers, Mass.

► **JOHN MARSHALL** has been elected chairman of the board at Holbrook, Mass.

► **GORDON L. COLQUHOUN** has been re-elected chairman of the school board at Andover, Mass. **WILLIAM A. DOHERTY** was re-elected secretary.

► **MRS. DARLENE MILLER** is the new treasurer of the school board at State Center, Iowa.

► **E. W. ROBINSON** has been elected president of the board at Estherville, Iowa.

► **FRANK BURNS** has been elected president of the board at Des Moines, Iowa.

► **MISS RUTH BOYER** has been elected treasurer of the board at Chelsea, Iowa.

► **T. H. McMILLION** has been elected president of the school board at McComb, Miss. **J. P. HERRINGTON** was elected vice-president, and **J. W. ALFORD**, secretary.

► **DON WILLIAMS** has been elected vice-president of the school board at Jackson, Mich.

► **PRESTIN C. AUSTIN** is the new president of the board at Henderson, Utah.

► **R. R. TURNER**, a former State Superintendent of Public Instruction in Oregon in 1926, died at his home in Dallas. He was 76.

► The school board of Mason City, Iowa, has reorganized with **DR. GEORGE M. CRABB** as president, and **B. L. MAIN**, secretary.

► **CHARLES D. EVANS** has been elected president of the board at Ottumwa, Iowa.

► **NORRIS F. CROSBY** has been named president of the board at West Des Moines, Iowa.

► **REV. BRUCE MASSELINK** has been re-elected as president of the board, Burlington, Iowa, for a fourth term.

► **RICHARD LEBURN** has been re-elected president of the board at Davenport, Iowa.

► **IRVING B. WEBER** heads the board at Iowa City, Iowa.

► **HARRY C. VOSS** has been named head of the board at Council Bluffs, Iowa. **C. FRANCIS PUTNAM** was named vice-president.

► **DAVID G. WYLIE** has been elected treasurer of the board at Bloomington, Ind., to succeed James T. Kent.

► **DR. CARL C. KESLER** has succeeded Charles Penningroth as president of the board at Cedar Rapids, Iowa.

► The school board of Dubuque, Iowa, has reorganized with **FRANK T. HARDIE, JR.**, as president, and **FRANK A. FLUCKIGER** as vice-president.

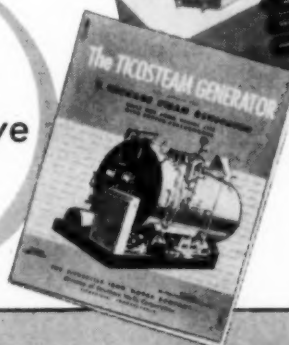
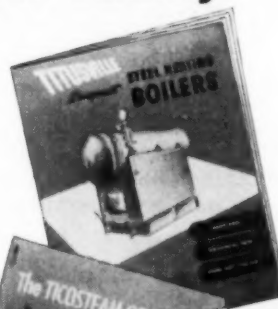
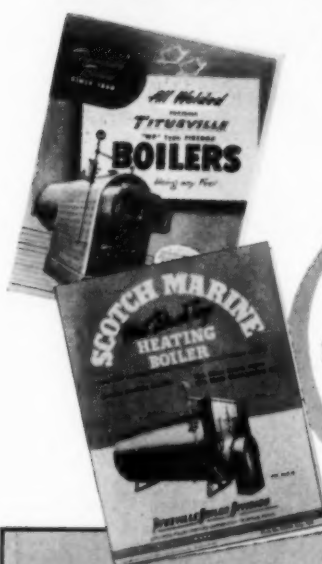
► **JACK W. KLEIN** has been elected president of the board at Bellevue, Ky.

► **HONORE SAVARIA** has been re-elected chairman of the school board at West Springfield, Mass.

Meet the TITUSVILLE Boiler Family

A type and capacity
for every heating
requirement

Send for
these informative
bulletins!



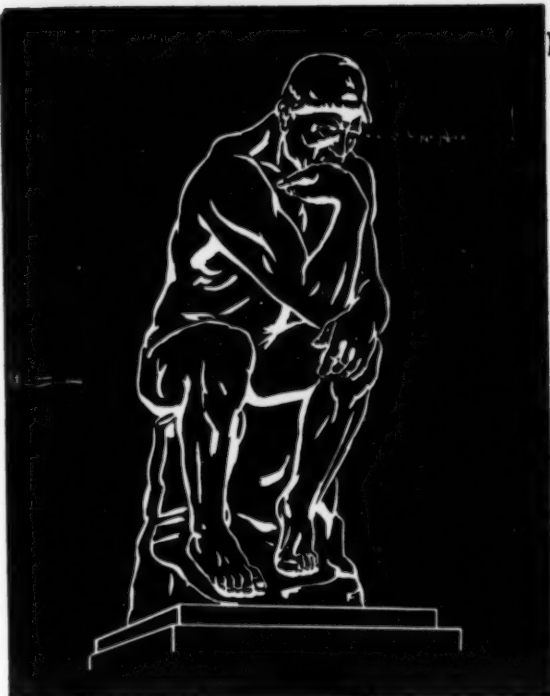
THE TITUSVILLE IRON WORKS COMPANY

a division of

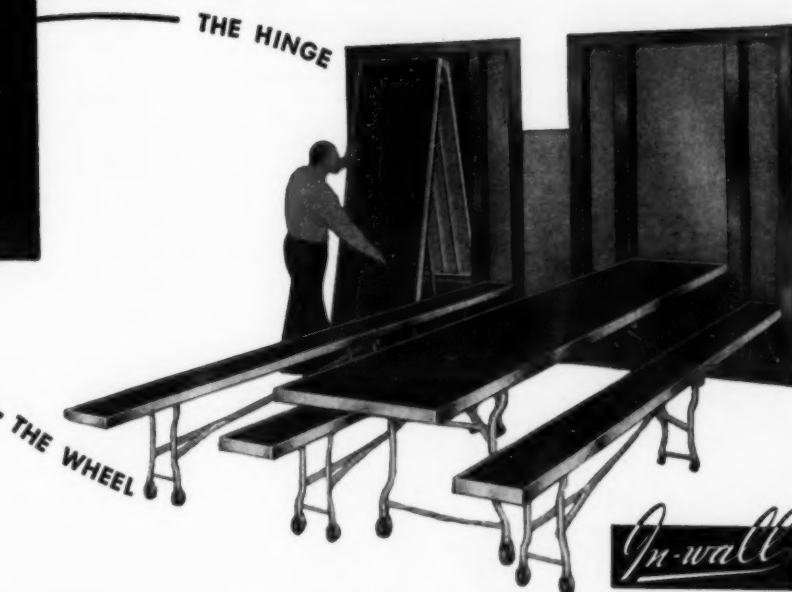
**Struthers
Wells**

TITUSVILLE, PENNA.

Representatives in Principal Cities



How his 2 great inventions can
help you keep within your
school building budget...



IN-WALL FOLDING TABLES AND BENCHES MAKE SPACE SERVE DOUBLE-DUTY!

Modern lunchroom seating facilities unfold and roll from the wall of the activities room. In-Wall equipment has established the practicability of multiple-use-of-space. Today hundreds of architects, specializing in school designs, eliminate single purpose dining areas by specifying In-Wall.



an invitation...

- Let us send you the address of an installation near you where you can observe In-Wall in use.

SCHIEBER SALES COMPANY

12732 Burt Road

Detroit 23, Michigan

In Canada . . . La Salle Recreations, Ltd.
945 Granville St. . . . Vancouver, B. C.

PROPOSE NEW LIGHTING STANDARDS

(Concluded from page 62)

The bulletin also offers suggestions concerning interior finishes of classrooms, including color and finish of walls, floors, ceilings, furniture, and equipment. These factors should be given attention to provide a pleasing and stimulating environment and to obtain low brightness differences and freedom from glare.

Reflection Factors and Finishes

Surface	Reflection	Finish
Ceilings	80	Mat
Walls	65	Mat
Wainscots	30	Dull gloss
Chalkboards	30	Mat
Floors	30	Mat
Furniture	30-25	Mat

STEEL ALLOCATIONS

The Defense Production Administration in Washington has allotted a total of 145,000 tons of structural steel for school building contracts during the full quarter of 1952. Of this amount, 115,000 tons have been earmarked for elementary and secondary schools.

The increased steel allotments will enable the U. S. Office of Education to clear a part of the 500 school projects which were deferred during the first and second quarters because of the steel shortages.

The U. S. Office of Education expects shortly to announce the details of a plan of self-certification of school building projects which will consume not more than 50 tons of steel each. Information about the plan will be available from the Division of Schoolhousing, U. S. Office of Education, Washington 25, D. C.

U. S. OFFICE REPORTS SHORTAGE

The schools of the nation are in need of 130,000 additional teachers and 600,000 new classrooms to take care of an expanding school population by 1957. This critical estimate was given in the Annual Report of the U. S. Office of Education, prepared by Earl J. McGrath, Commissioner of Education, who describes the situation as "approaching a major national catastrophe."

Dr. McGrath declared that failure to maintain the educational facilities of the nation, or to expand and develop these facilities, is to undermine our essential and military strength. The construction of new schools is no less imperative as a defense measure than the construction of new bombing planes. The recruitment of an adequate teaching staff, he said, is no less imperative than the recruitment and training of young men for the armed forces.

While calling for effective leadership by the Federal Government in the field of education, Dr. McGrath strongly reaffirmed the principle that "the operation and control of our public schools should and must continue to be the responsibility of state and local governments."

SCHOOL BOND SALES

During March, 1952, school bonds were sold in the United States in the amount of \$57,649,906. The largest sales were: Michigan, \$8,502,000; New York, \$7,879,000; Illinois, \$7,561,000; Ohio, \$7,008,100; Minnesota, \$6,484,000; Texas, \$3,177,000; California, \$2,478,000. Average interest rate, for 20 bonds as of March 27, was 2.07 per cent.

SCHOOL BUILDING CONSTRUCTION

During the month of March, 1952, contracts were let, in 11 states west of the Rocky Mountains, for 36 school buildings, to cost \$20,188,870. Four additional projects were reported in preliminary stages, to cost \$2,500,000.

Federal advances for planned new school buildings were made to three states, for buildings estimated to cost \$1,220,000.

CO-ORDINATE FEDERAL ACTIVITIES?

Congressman A. L. Barden of North Carolina has announced the creation of a special subcommittee of the House Labor and Education Committee, which in recent years has considered federal aid legislation, to study all federal educational activities and to work out "a pattern of co-ordination." At present, dozens of agencies are engaged in educational activities which in 1949-50 were estimated to have cost \$3,600,000,000, including G.I. education. The redirection and unification of these activities for truly educational purposes would, it is predicted, reduce federal outlays substantially and increase their effectiveness.

COMING CONVENTIONS

May 3. *Arizona School Board Association*, at Phoenix. Homer Davis, Rt. 1, Box 276, Tucson. Attendance, 300.

May 6-9. *International Lighting Exposition* at Cleveland, Ohio. B. F. Stevens, 326 W. Madison St., Chicago 6, Ill.

June 30-July 5. *National Education Association*, at Detroit, Mich. Secretary, Willard E. Givens, 1201-16th St. N.W., Washington 6, D. C.

QUICKLY FOLDS OR UNFOLDS

for changing ROOM USES



Mitchell

FOLD-O-LEG
tables

MORE seating capacity
MORE leg comfort
MORE exclusive features
MORE strength and rigidity
MORE for your money

Send for folder with complete specifications.
MITCHELL MANUFACTURING COMPANY
2738 S. 34th St., Milwaukee 7, Wis.

THE STRONGEST, HANDIEST FOLDING TABLE MADE!

**ACCURATE
EASY TO INSTALL
QUICK SETTING
DEPENDABLE**



Montgomery

PROGRAM TIMERS

SAVE ADMINISTRATIVE TIME
— ring bells, or other signals, automatically.

One or two circuits. Controls any number of signals. Set program schedules easily without tools. Trouble-free, self-starting, Synchronous SYNCHRON Motor. Choice of 12 or 24 hour program discs. Automatic calendar switch—silences signals nights and weekends, as desired. Manual signal operation possible without affecting pre-set schedule.

Costs less than a typewriter! Available through the better School Supplies Distributors, or write Factory for literature.

Montgomery

MANUFACTURING
COMPANY

OWENSVILLE 3, INDIANA
OVER 90% OF LOW COST PROGRAM TIMERS ARE MONTGOMERY

SCHOOL BOARD JOURNAL for MAY, 1952



HOLD BUSINESS-EDUCATION DAY AT EL DORADO

As part of an annual Pre-School Conference, planned for the public schools of El Dorado, Ark., in September, 1951, a business-education day was held, in co-operation with the local chamber of commerce.

The purpose of the Business-Education Day was to give the teachers a firsthand knowledge of how American business operates. The project was under the sponsorship of the education committee of the El Dorado Chamber of Commerce.

Following the Business Education Day, 114 teachers filled out a mimeographed report expressing their opinions as to the value of the program. All of the teachers said the day was worth while; 113 said they thought the day well planned and organized; 107 indicated that they gained new concepts; 104 indicated that the experiences gained would be conducive to better teaching; and 112 suggested that a similar day be held next year.

PROGRESS IN SNYDER COUNTY

In Snyder County, Pa., six districts in the central part of the County—comprising Center, Franklin, Middlecreek, Perry, and West Perry townships and Middleburg Borough—have taken steps to secure an addition to the present Middleburg High School. This school is jointly operated by the six districts and the new building will be built by a local municipal building authority. The preliminary plans have been approved by the State Department of Public Instruction and construction will get under way in the early summer.

Arthur Felker, county superintendent of schools, reports that if plans are carried out, only three school administrative units will be in operation in Snyder County.

ISSUE SPECIAL SCHOOL EDITION

The *Monroe Journal* at Monroeville, Ala., in November, 1951, devoted an entire 8-page section to the work of the Monroe County board of education and the recent achievements of the Monroe urban and rural schools. The issue included special articles by County Supt. H. G. Greer, on the organization and work of the schools and on improvements to the school plant, particularly the new Blacksber Elementary School. Special articles discussed the budget, as well as the progress pictures with students at work and play and study, showing how the children combine practical experience with their studies.

The articles emphasized the fine achievements of the schools. The whole paper indicated the splendid co-operation of the *Monroe Journal* in the improvement of local educational services.

SCHOOL ADMINISTRATION

► The Convention of School Directors of Columbia County, Pa., have voted that \$1,500 in school funds be appropriated annually toward the support of a traveling library and to increase the circulation of books beyond the present limits. During the ten-year period, 1942-51, the circulation of books in the county increased from 46,859 in 1942 to 114,945 in 1951.

The office of County Superintendent Ray M. Cole is co-operating with the State Education Department in a survey and study of school building needs of the county.

THE AASA IN BOSTON

The New England sectional conference of the American Association of School Administrators, held in Boston, April 5 to 8, and attended by nearly 5000 superintendents and other school administrators, heard warnings concerning the growing shortage of elementary teachers and the tragic lack of sufficient and adequate school buildings. Some concern was expressed concerning the financing of the schools and the growth of privately operated religious schools. The value of Citizens Committees to support and supplement the public relations of local school systems was urged.

In general the convention followed the pattern set by the St. Louis and Los Angeles conventions and provided eastern educators to carry on the discussion of the same general subject areas with local applications. At the close of the conference, President Kenneth E. Oberholtzer concluded his term of office, and Supt. Virgil M. Rogers, of Battle Creek, Mich., assumed the active presidency.

During the convention, Roy E. Larson, New York, urged that school board meetings should be open to the public. Citizens' support through local citizen committees is a strong factor in winning the press and other help in the fight for better schools.

More active citizenship and thorough understanding of international relations were urged respectively by Dean H. L. Caswell, of Teachers College, New York, and President Leonard Carmichael, of Tufts College.

flexible GYMNASIUM PLANNING



with **HORN** FOLDING GYM SEATS
FOLDING PARTITIONS



HORN, since 1909, manufacturers of HORN FOLDING PARTITIONS AND HORN FOLDING GYMSEATS, offer gym planning designed to utilize valuable gym space. Compact, efficient and engineered for years of trouble free operation, a HORN installation is factory supervised from the start to the finish. From coast to coast HORN FOLDING BLEACHERS AND GYMSEATS are filling the needs of flexible gym planning. Horn Representatives in your locality, can give you a complete appraisal of your requirements. For the finest in gym planning always specify and insist on HORN.

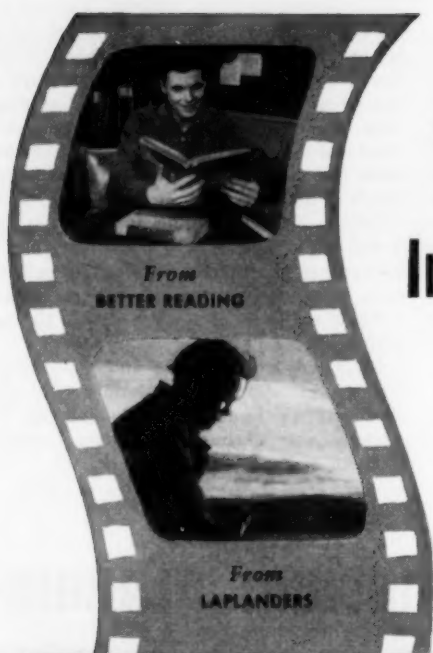
WRITE FOR THE NEW HORN CLASSROOM WARDROBE FOLDER.

Horn Brothers Company

ESTABLISHED 1909 FORT DODGE, IOWA, U. S. A.

MANUFACTURER OF FOLDING PARTITIONS, FOLDING GYM SEATS, FOLDING STAGES, CLASSROOM WARDROBES





The World's Greatest Educators

Insure The Educational Superiority Of Every EBFilm

Harold D. Lasswell, Ph.D.
Yale University, Special
Consultant to EBF



If each day you could bring to your school, an authority on every subject you teach, you would choose only the outstanding authorities. When you use EBFilms you bring these authorities to your students. Every EBFilm is produced under the close supervision of the great leaders in subject matter and in audio-visual teaching. Names such as

Arthur Gates Ph.D.

—Teachers College, Columbia University

Enrico Fermi

—Nuclear Physicist, University of Chicago

Wallace W. Atwood

—Clark University

Arnold Gesell Ph.D.

—Director, Yale Clinic of Child Development

The result is films that teach in the most authentic way and the most interesting way... films that meet the highest educational standards and at the same time make learning a fascinating adventure.

Your school deserves this educationally superior audio-visual material. Plan this year's film program with EBFilms.



Have You Seen These Recently Released EBFilms?

Venice—
Queen City of the Adriatic
Morning Star
Our Community
Safety on the Street

Library Story
Understanding Vitamins
People Along the
Mississippi
Hindu Family

Laplanders
Tippy—the Town Dog
Insects
India
Marine Life

SEND FOR THE NEW FREE 1951-52 EBFILMS CATALOGUE

Encyclopaedia Britannica Films, Inc.
Dept. 15, Wilmette, Illinois.

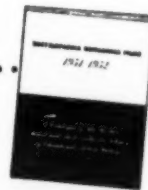
Gentlemen: Please send me free of
charges the 1951-52 catalogue of
Encyclopaedia Britannica Films.

Name _____ Title _____

School _____

City _____ Zone _____ State _____

PLEASE PRINT



ENCYCLOPAEDIA BRITANNICA FILMS INC.

WILMETTE, ILLINOIS

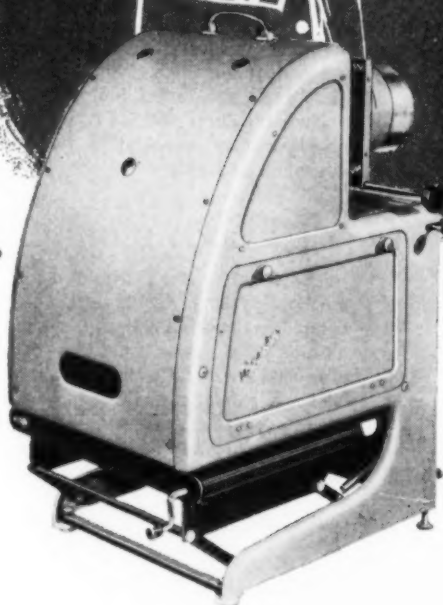
New York • Chicago • Boston • Atlanta • Dallas
Hollywood • Birmingham, Mich. • Portland, Ore.

DON'T—Hide the Picture, or Squint into the Light, or Wield a Stick



BANISH THE POINTER

...use an arrow
of light



Old customs die hard. Many lecturers still seem to think they must stand before the screen and wave a wand.

That's outmoded... passé... inefficient, since Beseler put the POINTEX† PROJECTION POINTER on the VU-LYTE. Now the speaker stays behind the projector, views an undistorted picture just as the audience sees it, and points out details by a moving arrow of light. A convenient control knob at the front of the projector enables the speaker to direct the arrow anywhere on the screen just exactly where he wants it.

This patented POINTEX† PROJECTION POINTER is only one of many of VU-LYTE's novel features directly devised to meet the modern needs of visual education teachers and lecturers.

Because VU-LYTE is replete with tested innovations to make both lecturing and viewing easier, it is the unrivalled leader for opaque projection in schools, churches, clubs, and business.

1. YOU CAN use the VU-LYTE in a partially lighted room. Total darkness is not necessary in order to obtain clear, sharp images and brilliant colors—because VU-LYTE provides extra illumination.

2. YOU CAN feed mixed or continuous copy through smoothly, without light flashes, by means of the Beseler FEED-O-MATIC*

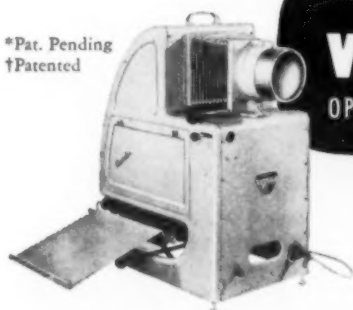
METAL BELT CONVEYOR. As new copy is fed in at the left side of the projector, preceding copy is ejected from the right side.

3. YOU CAN use copy "as is"—without mounting or inserting into any special holding device. The unique Beseler VACUMATIC* PLATEN holds all copy absolutely flat during projection. A full 8½ x 11 page letter or a postage stamp can be projected with equal ease, without curl or flutter.

4. YOU CAN use VU-LYTE on an uneven surface—project on small or large screens. In addition, VU-LYTE is an amazingly quiet and cool-operating opaque projector.

These advanced, exclusive features, plus others, are incorporated in a projector that weighs only 35 lbs. and is **REDUCED IN PRICE.** Ask for free demonstration of the precision-built VU-LYTE in your own projection room. And for more information regarding this truly new concept in opaque projection, ask for booklet AS.

*Pat. Pending
†Patented



THE NEW
VU-LYTE
OPAQUE PROJECTOR

CHARLES *Beseler* COMPANY
EST. 1899

60 Badger Avenue, Newark 8, N. J.
The World's Largest Manufacturer of Opaque Projection Equipment

NEW REGULATIONS FOR CONSTRUCTION OF SCHOOLS

The Connecticut State Board of Education has recently approved changes in the regulations governing the construction of new school buildings. The regulations which are intended to encourage more useful classroom space and better lighting at less cost, place greater dependence upon good artificial lighting, but take advantage of all the daylighting available. Reduced dependence upon natural lighting permits lowered ceiling heights and more room flexibility.

The following standards for classroom dimensions will apply in cases where the only source of natural light is from one bank of windows on one side of the room.

a) Window glass net area is to be at least 20 per cent of the usable plan area and not less than 16 per cent. Mullions and piers must be as narrow as practical.

b) Where the ratio of window-head height to room width from window wall to opposite wall is less than 1 to 2, the artificial lighting must provide for utilizing the ceiling surface as a diffuse light source, either by reflection or by means of top-lighted translucent materials. Suspended fixtures must have a downward component of not more than 10 per cent of the total output. Indirect or semi-indirect fixtures must be normally visible surfaces of brightness of not less than one third that of the ceiling surfaces.

c) The clear height of rooms usable for instruction or study must be such that no suspended lighting, acoustical, or other device, will be lower

than 8 feet above the finished floor.

d) Where the ratio of window-head height to room width is 1 to 2 or greater, and the net glass area is 20 per cent of the usable floor area or greater, the artificial lighting must comply with the recommendations of chapter 4, section 1, items 3 and 4.

AN ELEMENTARY PENTAGON

At Cleveland, Ohio, the suburban Cleveland Heights school officials are planning a new design for a classroom in a \$1,000,000 elementary school building. A five-sided room is planned to provide better and more evenly distributed light.

The pentagon shaped rooms will have glass blocks for outside walls, which form points all around the structure, giving it a saw-toothed effect. The first unit will comprise 12 classrooms, a kindergarten, and a library, to cost \$600,000. The rest of the building will be erected in sections and will be "L" shaped.

NUMEROUS PROJECTS

York County, Pa., has completed an extensive school building program, comprising 19 separate building projects. These include elementary schools, junior high schools, auditorium-gymnasium buildings, and a junior-senior high school.

Two buildings will be completed in 1952, and an elementary school at Dover Joint will be occupied in 1952-53.

KERMIT HIGH SCHOOL

The Kermit, Tex., school board has reported the opening of its new high school building, which completes the building program for the local community. The entire plant has been designed to give service to the community and adults. It includes a cafeteria, with lounge, for small group meetings and banquets, several lecture rooms, and an auditorium and stage for use as a community playhouse and for other activities. G. E. Thompson, superintendent of schools, carried out the educational planning for this building.

LAMARQUE MAKES PROGRESS

In LaMarque, Tex., the schools have expanded rapidly. During a five-year period, the board of education has constructed several new buildings for a fast-growing community situated between Houston and Galveston. Considerable progress has been made with the building program and some of the buildings will shortly be completed ready for occupancy.

VANCOUVER WORKS WITH CITIZENS

School Dist. No. 37, Vancouver, Wash., in 1952 is faced with two problems: (1) ways and means of modernizing the school plant; (2) utilization of the services of lay citizens' committees for school building needs.

The city has enjoyed substantial growth. Population has grown from 18,788 to 41,664, while the school population has increased from 3858 to 11,082 children. Since World War II, temporary buildings built for the children of shipyard workers, have been in constant use.

The Federal Government recently deeded to the district seven buildings, with adjacent property and an athletic field formerly operated by the housing authority.

BRITEN-ALL
FLOOR CLEANER
is safe for
TERRAZZO AND
ALL OTHER FLOORS

A recent study * illustrates the damage caused to terrazzo flooring by certain crystalline chemicals that are common ingredients of many powdered soaps and detergents. This damage is attributed to the large expansion forces of crystal formations in the pores of the floor, which result from the repeated use of such detergents. For this reason, we recommend the use of BRITEN-ALL, a powerful but neutral cleaner with non-crystalline characteristics.

BRITEN-ALL will not injure the finest floors or floor finishes . . . yet, it cleans the dirtiest of floors quickly and efficiently. BRITEN-ALL is economical too, because it's a concentrate. Just a few ounces of BRITEN-ALL to a gallon of water provides an effective cleaning solution.

BRITEN-ALL is approved and recommended by leading manufacturers of asphalt tile, terrazzo, rubber, linoleum and composition floors.

*"Terrazzo as Affected by Cleaning Materials" by D. W. Kessler (National Bureau of Standards). Originally published in *Journal of the American Concrete Institute* September, 1948.

VESTAL INC. 4963 MANCHESTER • ST. LOUIS 10, MO.

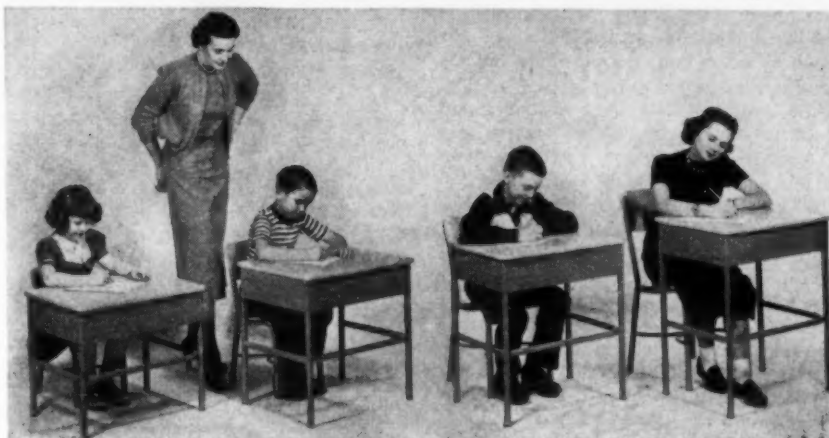
Griggs

Modern School Seating

Griggs Airliner tubular furniture is modern, practical, durable and comfortable. Made in 4 sizes for all ages from kindergarten through college.



Griggs tubular furniture is available in a choice of five attractive colors on the metal frames. The book box affords a large storage space for books and materials. The superior design, materials and construction assures a lifetime of hard service.



Griggs 600-line tables are superbly constructed with tough steel panel ends and beautifully finished built up wood tops. They are available in three top sizes and a variety of heights for innumerable uses.



Griggs Auditorium Seating

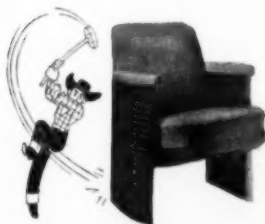
Griggs Auditorium Seating enhances the finest auditoriums. Seats are built to take years of hard wear and afford beauty and comfort.



Griggs *Skyliner* Seating



Griggs popular Skyliner seating includes 4 sizes of the straight chairs and the popular Chair Desk, shown at left. These streamlined chairs fit every school's classroom.



Request Griggs Seating Catalog for full information on Classroom Seating!

**GRIGGS
EQUIPMENT
COMPANY**

★
*Manufacturers of School,
Church and Theatre Seating.*
BELTON, TEXAS



► San Angelo, Tex. The school board has decided to delay the proposed construction of a treatment center for crippled children. The building is to be built as part of the school for exceptional children. The board has approved a \$600 monthly increase in funds to finance the school lunch program for the remaining months of the school year.

► Colorado Springs, Colo. The school board has adopted a rule giving a previous experience credit to school clerical workers. Clerks hired on a 42-week or 44-week basis are to be paid \$50 per year for each year of prior experience up to four years. Fifty-two week clerks will receive \$50 per year up to six years for prior experience in comparable work. The assistant bookkeeper, the clerk of measurements and standards, and the recorder in the high school were placed in a new salary classification, with a starting salary of \$2,100.

► Portland, Ore. The school board has banned all money drives in the schools.

► Portsmouth, N. H. The school board has adopted a new policy requiring that future charity collections of clothing in the schools must have board approval.

► Westfield, Mass. The school board has created a new citizens' advisory committee, comprising 19 men prominent in local industrial fields to serve as advisers to the local trade school.

► Kenosha, Wis. All janitors and maintenance employees of the city schools have been given

employment contracts minus a time limit. The plan defines the terms of employment, sets wage rates, outlines grievance procedure, clarifies working hours, and sets up provisions for sick leave, leaves of absence, paid vacations, and job transfers. It provides "relief men" for janitors and maintenance employees who work 48 hours or more per week.

► Employees of public schools in Pennsylvania, under a new state law, are required to sign a loyalty oath. State Supt. Francis B. Haas served notices that teachers and others must be ready to sign the oath.

► At a special election, the voters of Springfield, Vt., approved a proposal to increase the size of the school board from three to five members. At a town meeting March 4, the voters re-elected as chairman of the board, Joseph H. Johnson, for a term of three years. H. Francis Mahoney was elected for a four-year term, and Mrs. Ruth M. Maker for a five-year term. At each town meeting hereafter, one school director will be elected for a five-year term.

► Pittsburgh, Pa. The school board has taken steps to carry out the provisions of Pennsylvania Loyalty Act, passed in 1951. The board has appropriated \$2,500 to defray the cost of notarizing the required loyalty oath to present employees of the school district. The superintendent, the secretary, and the business manager, each for his own department, is required to carry out the necessary procedures before any person is recommended for appointment, to insure that he or she is not a subversive person.

► Wapello, Iowa. The school board has voted to expel high school students who get married. The board has ruled that pupils who marry must discontinue their schoolwork and lose their credits for the semester in which they leave school.



THE TABLES TURNED

Supt. John L. Bracken, of Clayton, Mo., in addressing the New York State School Boards Association, illustrated the unwisdom of blue law clauses in teachers' contracts by the following story:

"A midwestern board of education had some trouble with teachers. Some of them may have been behaving too much like members of the PTA. The board hired a lawyer to develop a contract to correct the situation. He came up with words such as 'whereas,' 'hereinbefore stated,' 'party of the first part,' and 'party of the second part.' Among others these provisions were emphasized: the party of the first part promised not to touch liquor during the life of the contract; the party of the first part promised not to use nicotine during the same period; the party of the first part promised to be in by ten-thirty on every school night of the year. The contracts were signed and returned.

"Suddenly the secretary of the board discovered, to his profound dismay, that the board of education was the party of the first part. The president of the board said, and I quote, 'Why, that would be a h--- of a life.' You know what happened? They called those contracts in and replaced them with much more equitable agreements."

Smart in design
... and health-safe too



In the Halsey Taylor line you'll find drinking fountains of various types, created for your particular building plan! Each pleasingly combines modern styling with functional design. Distinctive Halsey Taylor automatic stream control with hygienic drinking mound safeguard health, with a welcome freedom from servicing annoyances.

Write for new catalog

Halsey Taylor
Coolers & Fountains

THE HALSEY W. TAYLOR CO. WARREN, OHIO



EXTRA YEARS OF CLEAN, SAFE,
QUIET OPERATION

... at low initial cost



TODD BURNERS
GAS OR OIL



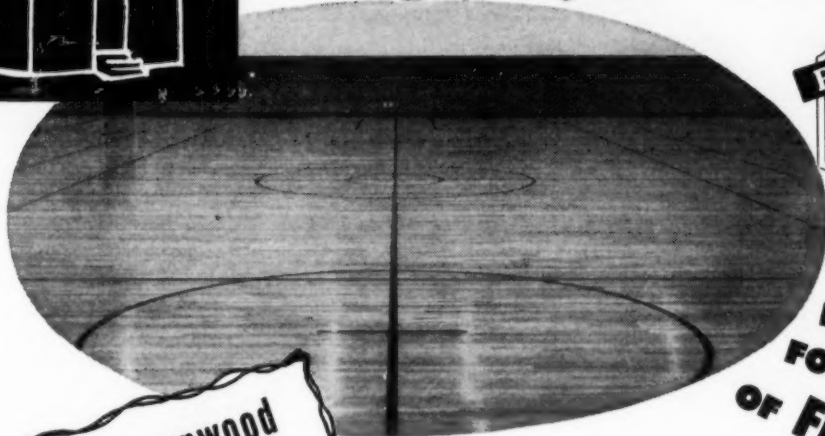
COMBUSTION EQUIPMENT DIVISION
TODD SHIPYARDS CORPORATION

81-16 45th Avenue
Elmhurst, Queens, N. Y.





where FLOORS must wear
"Extra" long



FLOOR
HILLYARD
 TREATMENTS

TRADEMARKED
 PROTECTION
 FOR ALL TYPES
 OF FLOORS!

Results in Brownwood
 City prove that Hillyard
 Floor Care meets every
 School need.

- This Texas school chose Hillyard Care for greatest protection to its new gym and auditorium. Found Hillyard treatment produced such splendid results . . . found the Hillyard Floor expert so helpful in suggesting labor-saving procedures, that Hillyard products are now in recommended and exclusive use throughout the entire school system.



HILLYARD OFFERS

you the free services of a Hillyard Maintaineer (trained floor expert) for guidance on particular floor problems.

Hillyard slip-resistant finishes approved by U/L.



FLOOR
HILLYARD
 TREATMENTS

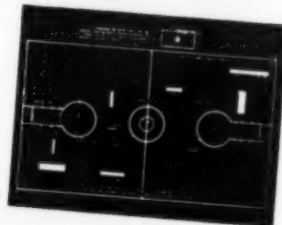
- Hillyard's specialized products for treating and maintaining floors hold a successful 45-year record of service — in schools, hospitals, industrial and commercial buildings across the nation. Backed by the famous blue and white checker-board design (registered with the U. S. government) there can be no substitute for quality Hillyard products. You can depend on them to keep your school floors "healthy-clean" and safe, for a lifetime of long wear.

FREE Schedule and Sports Inventory Booklet

Provides convenient check lists for necessary sports equipment . . . daily calendar . . . adequate memo pages. Hillyard will send it free on request.

New Gym Marking Chart

Diagrams regulation court markings for basketball, all gym games and activities. Indispensable in treating new gyms — or refinishing play-scarred surfaces. It's free on request.



St. Joseph, Mo.
 Branches in
 Principal Cities

Write for the name of the Hillyard Maintaineer near you — He's on your staff, not your payroll.

TEACHER ADJUSTMENT

(Concluded from page 42)

they teach. All this adds up to teacher adjustment. It is as a chain, each link of which is necessary to every other link, if the chain is to maintain its identity.

The administrator realizes that one adjustment hinges upon another. As each teacher improves these many-sided relationships, he becomes better adjusted. As a result, many of the administrator's problems become less or are eliminated. He sets the ball in motion; he guides its course; of itself it gains momentum along the educational highway.

OIL RESERVES FOR EDUCATION

(Concluded from page 44)

claim bill, persons who favor allocating the revenues from the submerged coastal lands to educational purposes, can best achieve their objectives by urging the President to veto quit-claim legislation and their representatives in Congress to sustain a Presidential veto. Should the Senate pass the O'Mahoney resolution (S.J. Res. 20) in an acceptable form they can make known their interest by asking Members of the House of Representatives to back it. If the O'Mahoney resolution is enacted into law before Congress adjourns and the Hill amendment is not adopted, it can be

submitted in future Congresses as an amendment to this statute.

REFINISHING WOODEN FLOORS

(Concluded from page 46)

and the flooring warped and buckled. The last time this floor was replaced every modern means was employed to protect it and no further trouble should be expected.

When you do your wooden floors over this spring or summer take your time and do the job right. Use the best materials available and you will save time, money, and grief later on.

PROGRESS IN SCHOOL DISTRICT REORGANIZATION

(Concluded from page 49)

formed when a majority of the voters of a town school district vote to consolidate with one or more adjoining districts, provided that the Commissioner of Education gives his approval. During the past two years, the consolidation of attendance centers has closed 120 one-room schools.

Virginia—There are 100 county districts and 27 city districts in Virginia. Consolidation of attendance centers within districts is constantly taking place.

Washington—In 1940 there were 1451 school districts in Washington, including approximately 700 that were nonoperating. The permissive law of 1941 provided an example followed by several states since that time. By 1948 there remained 626 districts, only 37 of which were nonoperating, and in 1951 there were 563 districts, including 15 that were nonoperating. The ultimate goal is approximately 320 districts. Whenever a building program is proposed in an area in which there is a need for reorganization, the State Department of Public Instruction seizes the opportunity to encourage the people to study the benefits that might result from redistricting.

West Virginia—Since 1933, West Virginia has had 55 county units. The consolidation of attendance centers, however, has reduced the number of one-room schools by 187 during the past two years.

Wisconsin—The 1947 law, as amended in 1949 and 1951 to permit a referendum on reorganization orders issued by county boards or the State Superintendent, has reduced the number of districts in Wisconsin from 5800 to 5433 since January, 1949. Since the beginning of the program, the number of one-room school districts has been reduced by 1010, the union free high school districts by 16, and the 12-grade districts by five.

Wyoming—Since the adoption of the permissive law of 1947, one county has become a county unit, another was reduced from four to three districts, and another from nine to three. Small reductions have also been effected in other counties. The total number of districts in Wyoming has been reduced from 354 to 316.

A subsequent article will discuss significant trends that are taking place.



**a Diller
a Dollar...**

- Simple
- Long Life
- No Gadgets
- Minimum Maintenance

Even a ten o'clock scholar knows that
STANDARD ELECTRIC TIME IS THE RIGHT
TIME... ALL THE TIME...

We cooperate with School Boards, Architects
and the Government to conserve strategic
materials, and thus help meet the
nationwide cry for More Classrooms.

STANDARD

SINCE 1884

School Program and Clock Systems

STANDARD ELECTRIC TIME COMPANY

83 LOGAN STREET • SPRINGFIELD 2, MASSACHUSETTS

THE LEGAL STATUS OF LOCAL SCHOOL BOARDS

(Continued from page 27)

At common law public officers entrusted with public money are liable for losses even though they were not negligent, with the exception only of losses arising out of acts of God or a public enemy. Some states have by statute changed this absolute responsibility making the school board liable to a lesser extent, as if a trustee. A trustee is liable only for failure to use diligence and care.

The prevailing view is that school boards are responsible for school funds in their care and that this responsibility is absolute. A minority view holds that the school board is responsible only for the exercise of good faith, diligence, prudence, and caution for safeguarding of school moneys and is liable only when guilty of negligence or dishonesty.

The powers of a school board are limited to those expressly granted by statute or necessarily implied thereunder; therefore, school moneys cannot be used except for the purposes for which collected. Many school laws require that money collected for one purpose cannot be used for any other purpose. Good faith in making improper disbursements is not likely to be an excuse.

(To be concluded in June)

THE LEGAL STATUS OF CITY SCHOOL SUPERINTENDENTS

(Concluded from page 28)

1. Definition of the duties and powers of the superintendent

2. Tenure for the superintendent and its implications

3. Relationship between the superintendent, the board, and the state.

These three matters were given some attention by the legislatures and state boards of education since 1945, but all still need much study and thought. Legislation is needed, as it was in 1945, to clarify the legal status of the superintendent in these three respects. It is encouraging to note, however, that some progress has been made in each problem and to find, too, that there is a noticeable trend toward a clearer definition of the superintendent's position in the laws of some of the states.

INITIAL ORIENTATION OF THE NEW TEACHER

(Concluded from page 38)

his department colleagues and other members of the staff.

Lighter Work Schedules

In addition to these kinds of assistance, inexperienced teachers should be given a light assignment of work. The practice of assigning

beginners work or pupils that experienced teachers do not want is unfair.

Since the principal is responsible for the organization of his staff he is in the best position to look out for the educational welfare of each teacher. In planning teacher loads he can do much to lighten that of the new teacher until the latter has become thoroughly adjusted to the school.

Since so much depends upon the beginning teacher's early weeks in a new system, the need for a program to make the teacher's entry into the system a smooth one, is primary. With proper guidance during this period, a real contribution may be made toward launching the new teacher successfully on his professional career.

A paper on the "In-service Orientation of the Teacher" by Mr. Conklin will appear in the July JOURNAL. — Editor.

SCHOOL BUILDING CONFERENCE

The School of Education, Indiana University, will hold the Indiana and Midwest School Building Conference at the School of Education, Bloomington, July 10 and 11. The theme is "Keeping Ahead of the Children."

The School of Education also announces a School Building Workshop, to be held July 7 to 19. It will be limited to superintendents who have school building problems and will carry two hours' credit. Selected architects and specialists will act as consultants at the workshop. Inquiries may be addressed to Dr. Paul Seagers.

You get double duty SERVICE

...from a Wayne Type "H"

There's good reason to specify Wayne's Type "H" Steel Portable Grandstand . . .

For you can use it either in or out-of-doors!

Weighing only 696 lbs., a standard 4-row unit can be carried intact through the usual gym doorway. And larger units, which are made in portable sections, can be easily moved to the locale desired. The move can be made quickly, with no mechanical experience necessary.

Also with a Wayne Type "H"—

You can start today with a small unit and add to it later, in either length or number of rows, as your space and budget permit.

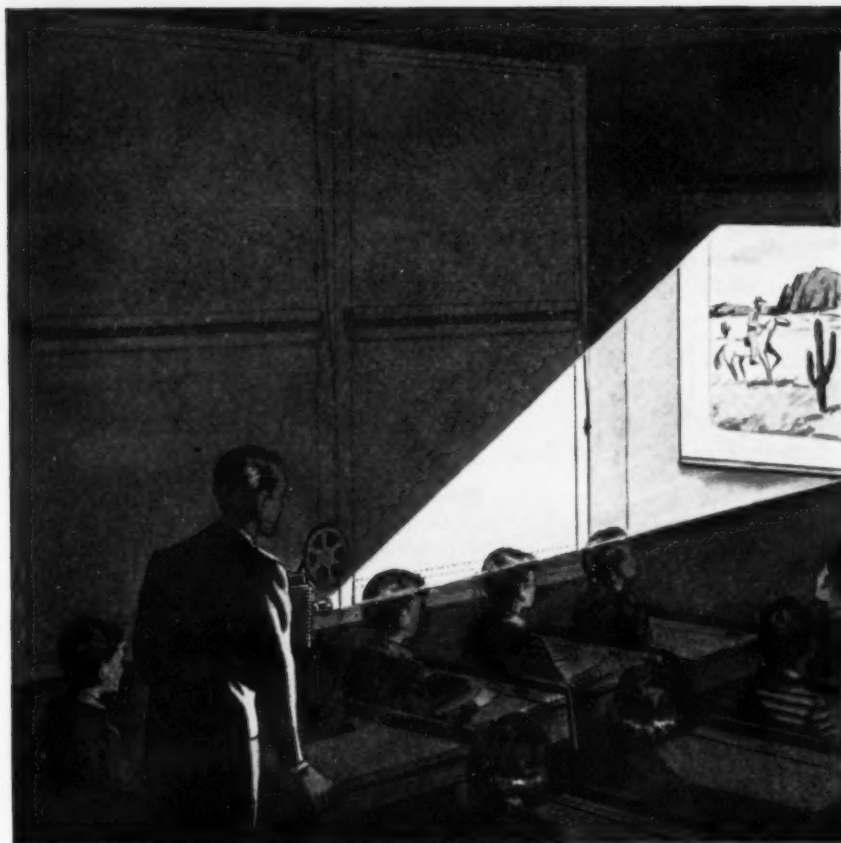
Why not check all the details? Write for Catalog 1-H.



**WAYNE
IRON
WORKS**

REPRESENTATIVES IN 42 CITIES
444 N. PEMBROKE AVENUE
WAYNE, PENNSYLVANIA

NOW...make every classroom a visual education room with Joanna Western **EXLITE** Window Shades!

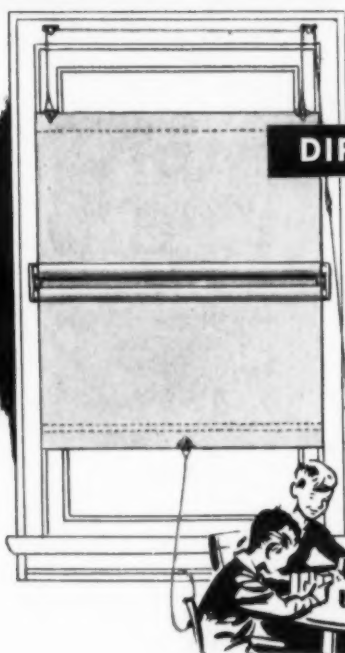


For darkness in daytime, whenever you like—plus ease of operation, economy of maintenance, and rugged durability!

EXLITE

**ROOM DARKENING CAMBRIC
WASHABLE—FLAMEPROOF**

The room darkening shade that keeps daylight out! Made of strong 140 count cotton cambric, sealed and opaqued with a special plastic compound—EXLITE is waterproof, flameproof, resists tearing and fraying. It's lighter in weight and far more flexible than any former type of shadowproof shade. Finished with non-fading waterproof oil paints in popular light colors *on both sides*, EXLITE eliminates drab, dark-colored shades—and permits color uniformity in all of the window shades throughout your school building. Its velvet-smooth surface is dust repellent and easily cleaned with a damp cloth. Stubborn soil marks may be quickly removed using soap and water. EXLITE, used with Joanna Western's "liteproof" darkening channels, is ideal for laboratories, lecture rooms, auditoriums... *any room in which visual education is practiced*. It's the practical solution to all school room darkening problems where low cost and resistance to hard wear are important!



THE "CLASSROOM ENGINEERED" WINDOW SHADE INSTALLATION

DIPLOMA

A practical, versatile window shade installation designed for rugged use and simplified operation. The Joanna Western DIPLOMA is a double-roller type installation which accommodates the new EXLITE as well as all other types of Joanna Western shades! Adjustable metal strips and brackets are mounted midway between top and bottom—one shade rolls up, the other down, providing perfect light control at all times. The DIPLOMA may be installed on either inside or outside window casing. *The entire assembly swings free from the window to permit easy maintenance.* This and many other extra features built into Joanna Western's exclusive DIPLOMA installation are specifically engineered for classroom use.

For ease of operation, trouble-free service and precise scientific control of light, specify DIPLOMA—the heavy-duty installation designed especially for schools... and always specify Joanna Western—your best window shade buy!

Write Today

for Joanna Western's new illustrated booklet "Window Shade Specifications" containing complete factual information and actual samples of EXLITE and other outstanding Joanna Western Window Shades. Absolutely FREE of cost or obligation.



Joanna Western Mills Company

WORLD'S LARGEST MANUFACTURER OF WINDOW SHADE PRODUCTS

22nd and Jefferson Streets
Chicago 16, Illinois

Introducing the **ONE-12**



*Large,
flat top*

Wide and practical
... "Junior Executive"
work area.

*More
privacy*

Youngsters appreciate
the privacy of the all-round
metal shield.

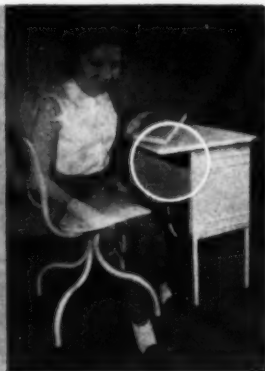
*Sturdy
tubular
legs*

Graceful lines
and girder-strong.

... Here's the desk with ALL the features!

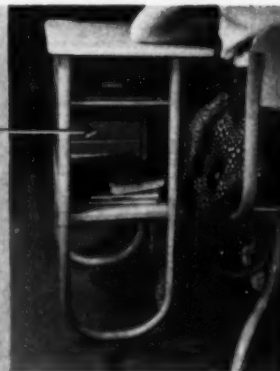
*Easy to
get in...
and out*

No more class room
chair sliding. NOTE
THE OFF-SET LEG.
Only a quarter turn
to rise.



*Roomy
storage,
too!*

Worlds of storage
space for books and
accessories. Finger-
tip accessibility



✓ Privacy
✓ Functional
✓ Economical
✓ Standard

FRANKLY, here's the finest desk
we've ever manufactured. And
the price will amaze you. The
ONE-12 is truly a "Junior Executive"
design in NINE different sizes, all
standard. The all-round shield gives

complete privacy a youngster needs
in the formative years. The func-
tional flat-top work space comes
straight from the experience of the
business world.

You'll find it far more ECONOMI-

CAL than any competitive line. Ask
your distributor about the new ONE-
12—the best desk buy on the Amer-
ican market.

...the desk with all the features!

INVESTIGATE TODAY!

American Desk

MANUFACTURING COMPANY



MANUFACTURERS OF PUBLIC SEATING • • • Temple, Texas

NEW PUBLICATIONS for School-Business EXECUTIVES

Safety Conditions in the Kirkwood, Mo., Public Schools

Conducted by a Survey Staff. Paper, 46 pp. Kirkwood Board of Education, Kirkwood 22, Mo.

This pamphlet records bluntly all the findings of a complete safety survey of the public school buildings in Kirkwood, a prosperous residential suburb of St. Louis where an especially effective system of schools is in operation.

Four experts—a building engineer, the school plant expert of the U. S. Office of Education, a safety engineer, and the director of the Missouri State School Building Service—combined forces to make the survey with special reference to (1) the protection of persons using the buildings, and (2) the protection of the property against fire, disaster, and other dangers. The unsafe conditions ranged from a major defect in the high school building, where an enclosed fireproof stairway is clearly indicated, to a wide variety of unsuspected minor defects arising out of unsafe conditions of otherwise safe material, unsafe use of instructional rooms, insufficient attention to safety in housekeeping, etc.

The decision to publish the report must have required considerable courage. School executives will find it valuable for numerous points to be remembered in spotting unsafe conditions and practices in their own school plants, and for working out programs of remodeling, improved housekeeping, safety drills, etc.

Schoolhousing for Physically Handicapped Children

Compiled by Romaine P. Mackie. Paper, 26 pp., 15 cents. Bulletin No. 17, 1951, of the U. S. Office of Education, Washington 25, D. C.

Many physically handicapped children are not in schools simply because special schools or classes or special facilities in regular classes are not available to them in their home districts.

This pamphlet emphasizes the need for more adequate school facilities. Leaders in education need to think about the kinds of buildings and classrooms which are most suitable for children. Many mistakes can be avoided, it is declared, and the facilities can be made functional if the school authorities and the architects sit down together and discuss the activities to go on in the rooms. Provisions must be made for many special features, including a variety of services for crippled children, for cerebral-palsied children, for children with impaired vision, for children with partial vision, for children with impaired hearing, for children with health problems, and for children with speech defects.

Getting Your Ideas Across Through Writing

Training Manual No. 7. Paper, 44 pp., Federal Security Agency, Washington, D. C.

A manual for writers of government correspondence, manuals, and reports. Urges brevity, conciseness, a human touch. Worth study by city school officials who are inclined to be formal, wordy, obscure, and overimportant.

Heating, Ventilating, Air Conditioning Guide, 1952

Vol. 30. Cloth, 1496 pp., \$7.50. American Society of Heating and Ventilating Engineers, New York 13, N. Y.

School executives responsible for the design and maintenance of school heating, ventilating, and air conditioning plants will welcome the 30th edition of the "Guide," which again summarizes the research as well as the commercial progress made by the health and engineering professions during 1951. Of special interest to school authorities will be the new technical data on (1) heat transfer; (2) heat transmission of building materials and the control of condensation which causes moisture damage to buildings; (3) management methods of new fuels, particularly oil and gas; (4) boiler and furnace data as modified by new rating and sizing practice; (5) new methods of estimating fuel consumption; (6) unit heaters and ventilators; (7) unit heaters and coolers; (8) new state and local codes and standards. The products of leading manufacturers are presented in catalogue form, and complete lists of official codes, standard and modern equipment, engineering abbreviations and terminology, etc., are provided. A must for the school-business office library.

School Salary Schedule Provision for Cities 30,000 to 100,000 Population

Paper, 29 pp. Bulletin for January, 1952. Published by the Research Division, National Education Association, Washington 6, D. C.

A report of a study of salaries scheduled for regular classroom teachers, 1951-52 in cities from 30,000 to 100,000 population. The minimum and maximum salaries and salaries paid under special conditions reflect satisfactory growth.

Proceedings of the National Council on Schoolhouse Construction, 1951

Compiled by W. D. McClurkin, secretary. Paper, 62 pp. Published by the Association at Peabody College, Nashville, Tenn.

Contains the proceedings and addresses delivered at the twenty-eighth annual meeting, in Minneapolis, October 1-4, 1951.

Public School Building Requirements in Nassau County, New York

Paper, 99 pp. Published by the Institute of Field Studies, Teachers College, Columbia University, New York, N. Y.

A report of a survey of the school building needs in Northwest Oyster Bay District, on Long Island, New York. The survey, conducted by Dr. Willard S. Elsbee, comprised a study of the entire Nassau County area, school enrollments, school plants, financing of a building program, and transportation. It includes an analysis of the school building requirements of three districts, and suggestions for a reasonable and practicable solution of the schoolhousing problem.

Annual Financial and Statistical Report of the Board of Education of New York City, 1950-51

Paper, 117 pp. Published by the Board at 110 Livingston St., Brooklyn 2, N. Y.

This report indicates that the New York City schools, in 1950-51, received \$250,716,334 for current expenses; \$31,250,444 for debt service; and \$72,462,265 for capital outlay. During the same period the board spent \$243,730,507 for current expenses; and \$33,706,276 for capital investment in school plants.

35 YEARS OF WORLD LEADERSHIP

CURTAIN CONTROLS AND TRACKS

Vallen

FOR SCHOOLS,
AUDITORIUMS,
CHURCHES

Non-professional stages, which contribute so much to our American way of life, can now afford safe and dependable curtain operation.

**Vallen Introduced and Only Vallen
Can Provide All-Steel Noiseless:**

ROUND-THE-CORNER TRACKS
PANORAMA STEEL TRACKS
REAR-FOLD BALL BEARING TRACKS
SUPER CURTAIN CONTROL

Vallen has made it possible for non-professional stages to enjoy these superior units together with unflinching electrical curtain operation at surprisingly low cost.

BRING YOUR CURTAIN OPERATING PROBLEMS TO
HEADQUARTERS — Write

VALLEN, INC., AKRON 4, OHIO

THIS IS ONE OF THE
MANY REASONS...

...why schools from
coast to coast
are choosing BARRICKS
utility folding tables.



Easy to open—easy to close—just a flip of the catch—no struggling—no bruised fingers—BARRICKS AUTOMATIC LEG LOCK works every time. Mechanism is unconditionally guaranteed for five years. Sturdy reinforced table top (circular or rectangular) in choice of treated Duron, Plywood or Formica. Heavy gauge steel legs in pedestal or U-type design. Size and price range to fit every budget.

Order from your Jobber or write us for information.



Barricks Mfg. Co. 2253 S. HALSTED ST.
CHICAGO 8, ILL.

Business Management Problems and Procedures

The Administrative Control of Blank Forms

E. Frederic Knauth*

Editor's Note. In a previous paper, published in the JOURNAL for April, the author discussed the design and manufacture of blank forms.

Where many forms are in use, it is wise to institute a forms-control program which will provide a central authority to afford overall supervision, to prevent conflicts, to help in getting the best use out of forms, and to see that everything needed in a form is included in the layout. This may sound expensive, but it is not. A single person can handle the job in addition to doing other minor administrative and clerical work. The important thing is to see that one person is delegated to supervise all forms work, for practice has demonstrated that authority over forms should be centralized and that the supervisor of a forms control program should be given the power to withhold approval of all forms that do not conform to the rules for good design.

The customary functions of a forms control authority are these:

To establish uniformity: Uniformity of size, of the placement of similar data (as, making sure that the date is always in the same place on every form used, so that the clerk who makes up the form does not have to go on a hunting expedition to find where he should date the form), of color differentiation (so that yellow invariably goes to the accounting division and pink to the storekeeper, or, so that yellow invariably means duplicate and pink means triplicate, whichever is appropriate to local school operations), and of other features that call for standardization.

To prevent conflicts: Conflicts in purpose (lest two forms be used by two different offices for the same purpose, which is duplication, and duplication is almost always wasteful), in methods (lest two forms call for the same data but demand that they be listed in totally dissimilar ways), in interest (lest one office or department call for information that another is supposed to hold in confidence or lest one department ask another for information that is more easily available elsewhere or that cannot be provided economically).

To provide aid: Aid to those who are not skilled in preparing forms (presumably, people

who have not read these articles!) so that forms will do the work they are supposed to do and will do it efficiently and economically.

To prevent oversupply: The usual standard for determining how many copies of a form should be printed is this: Print no more than can be used in six months. At the end of six months, the business consultants say, any system is suspect and should be reviewed. A whole closet full of unused forms is a powerful deterrent to revision and improvement.

To maintain research: Research in improved methods of form design; research in alterations and improvements that will lead to more or fewer or simplified forms.

To keep record of forms in use: Forms should be recorded both alphabetically and numerically. Alphabetically, they can be recorded by type of form (as, Requisitions under "R"), or by issuing office (as, Attendance Department under "A"), or by use (as, Financial & Accounting under "F"), or by any other appropriate alphabetical arrangement. Numerically, they can be recorded by a serial number (as, from number 1 up), or by a serial number under a preliminary alphabetical designation (as, Forms A-1 and up for "Accounting," Forms B-1 and up for "Books," Forms C-1 and up for "Cafeteria," and so on), or by any other appropriate combination of letters and numbers.

Forms Studies Advisable

Forms are tools, and, like other tools, need occasional sharpening and polishing. The best way to determine whether forms are doing their work is to make a forms study. This may sound like a heavy task, but in reality it is not. And even if it were, it would be well worth the time and effort expended just to get the information that is always turned up by every forms study that is undertaken.

Here is how an effective forms study can be made:

1. Get three copies of every form in use; if the forms are in sets, get three sets.
2. Hold Copy No. 1 intact as a file copy.
3. Circulate Copy No. 2 among the people who handle that form. Have everyone who deals with that form write on it information about his part in the utilization of the form; where he gets it (how it reaches him), what

he does with it (what he writes on it, what information he draws from it, and so on), and where he puts it (to whom he hands it or where he places or files it).

4. Use Copy No. 3 to make a flow chart. So homely an aid as a wide roll of ordinary wrapping paper can be very helpful here. On the wrapping paper, paste each form (or each copy of a form that comes in sets) in its chronological position, with connecting lines drawn to show how copies are distributed. (NOTE: Colored lines, drawn with crayon or made of colored pressure tape, are very helpful in highlighting types of transaction, departments of use, and so on.)

Next to each pasted-up form, attach a typed narrative to explain the transactions undertaken at each point in the progress of the form, basing this narrative on what was written on Copy No. 2.

5. This arrangement will enable the reviewer to follow a form all the way from the time it is pulled out of the supply closet until it is filed or thrown away, and to analyze the functions the form discharges, to see where it could be simplified or improved, to note where revisions are needed, and so on. Astonishing things about a system and its workings can be learned in this way, and many a form study has resulted in a complete re-vamping of a system, with expenditures of money and of time and of nervous energy enormously reduced.

Forms design and control are, as you see, largely concerned with details, some of them pretty small. Yet, the difference between a well-planned form and one that is just thrown together on the spur of the moment is a matter of just these little details. The difference in effectiveness between a well-planned and a badly planned form is larger than most people can bring themselves to believe. Good forms act as lubricants to smooth operations, and though nobody likes to dabble around in grease and would prefer to "let George do it," it is "George" and his ministrations that insure frictionless running. Do a little of the greasing job yourself, and you will be delighted to see how efficiently and effortlessly the machinery hums.

A LIST OF REMINDERS FOR THE FORMS DESIGNER

WRITING

Will the form be filled out, mostly or entirely, by:

Pencil — crayon — ball-point pen
Ink

Typewriter — with or without carbon copies

This will affect the quality, weight and color of the paper, and will also affect spacing.

(Continued on page 90)

*Administrative Assistant to the Dean, School of Education, New York University, New York City 3.

Reminders for Form Designers

(Continued from page 89)

PAPER

Quality

Importance

How important is the form in the overall operation of the system

Longevity

How long will the form be in use — how long retained after completion

Surface

Need the surface take ink — stamps — carbon

Need the surface withstand abrasion from erasures

Character

How is the form to be duplicated

Letter press — offset — Mimeograph — spirit duplicator — Multigraph — hectograph — other

Weight

Durability

How many times will the form be handled

By whom handled (i.e., clerical workers only, or laborers as well)

What will be used to write on the form

Filing

Where is it to be filed

For how long is it to be filed in one place (i.e., to estimate bulk)

Opaqueness

How important is it that the form be opaque

Withstand printing on both sides without showing through

Withstand writing on both sides without showing through

Color

Differentiation by color

According to position in sets (as, orig., dupl., trip., quad., etc.)

According to function (as, Accounting, Purchasing, Requisitioning, etc.)

According to use (as, Office, Warehouse, Interschool, etc.)

Supplements to color

Printed blocks or other indicia

Placement of blocks — color of blocks

Shape

Other than rectangular

Clipped corner(s) — notched — tabbed (provided with tab for filing) — other

Size

What is the "standard" size

What size should this form be, and is it a multiple of the "standard" size

Special size treatment (as, lengthened or shortened slightly for easy handling)

Other

Can paper now in stock be used

Can existing printed matter be turned over and re-used

Quantity: Not to exceed estimated 6 months' supply

PREPARATION OF PAPER

Punching

For ring binder

For other storage or use binders or files

For use in machine(s) (as, register machines)

For other uses or purposes

Scoring

For folding (of entire form, as, 8½" x 22" to fold to 8½" x 11")

For fold-over of portion (as, to hide something underneath or, to be folded over to receive confidential writing, this written-on portion later to be removed)

Perforating

For division

For tear-out (as, label incorporated in form)

For tear-off (as, receipt form attached to main form) (also see "scoring")

Gumming

For label which is to be torn out

For attachment of all or part of form to something else

Folding

For continuous-fold typewriting

For continuous-fold manuscript entries (as, register machines)

For multi-page form(s) (Also see "scoring")

Fold at side (avoid if possible)

Fold at end

Padding

How many per pad

Collating

How many per set

Differences: weights — colors — sizes — numbers

Numbering (Also see "indicia")

Where numbered on the form (as, top right-hand corner, etc.)

Start with what number

Number consecutively or otherwise

What relation to other numbered forms (especially if collated)

Duplicating (Also see "printing")

For forms in sets

Carbon

Pen — pencil — typewriter

Interleaved: one-time carbon

Snap-out form: one-time carbon

PRINTING

Print on how many sides

Color of ink

Black — other colors — blocks (for signalling)

Black-outs (solid black; type; decoration(s)) (to conceal confidential data)

Letter press

Type: size, font, weight, other (show caps, italics, bold-face, etc.)

(Concluded on page 92)

Now-Clarins **New TABLET ARM CHAIR**
with the Arm that Folds Flat



The Solution to Many Seating Problems

This FOLDING TABLET ARM CHAIR is the ideal seating for—

LECTURES
OVERFLOW CLASSES
EXAMINATIONS
STUDY ROOMS - LIBRARIES
LABORATORIES - SEMINARS
TAKING MINUTES
NOTES, DICTATION, etc.

The arm is an integral part of the chair — **NOT AN ATTACHMENT.** It may be adjusted to several positions—

- 1) Raised upright to permit free ingress and egress.
- 2) Completely lowered to the side.
- 3) Folded flat against the seat for compact storage.

The Only Tablet Arm Chair of its Kind ever devised.

No. 2317-WTA
Doubly Reinforced
Steel Frame with
Plywood Seat and
Wood Arm.

Folds to 3"

Available with Seat only, or Seat and Back upholstered.
Patented Rubber Feet prevent noise and marring.

Write today for folder, prices and delivery

CLARIN MFG. COMPANY
4640 West Harrison Street • Dept. 2 • CHICAGO 44, ILL.

SINCE 1925



Both Students and Teachers
Prosper in
Sheldon Equipped Class Rooms

Sheldon equipment for homemaking, art, science and vocational shop rooms is designed to facilitate the handling of a wide range of related subjects without confusion or overlapping. Thus, the teacher can efficiently utilize his fullest talents in an orderly, unhurried atmosphere and the student attains maximum educational benefits. Because of these most desirable educational advantages and the superior construction that is the hallmark of Sheldon manufacture, an ever-growing number of modern educational institutions specify Sheldon . . . the leading name in specialized equipment for the school.

For expert counsel on your particular problems, call on the Sheldon field engineer. His services are at your command.

E.H. SHELDON EQUIPMENT COMPANY
MUSKEGON, MICHIGAN



Form Design

(Concluded from page 90)

Rules: solid brass, dotted brass, pen-rules

Mimeograph and spirit duplicator
(For individual forms only; not suitable for pen; guide lines put on with stylus)

Multigraph
Offset

(Use black ink only; allow for shrinkage; lines may be typewriter dashes or typewriter underlines or pen-ruled hand-drawn lines)

INDICIA

Should form name and number be printed on form (preferably, yes)

Where should they be shown, and in what size of type

SPACING

Typewriter

For aid in preparation, paper printed with typewriter spaces may be used

Horizontal

Block edges

Limited number of tab stops

Compromise between pica (10-to-inch) and elite (12-to-inch)

Vertical

Six-to-inch, for either pica or elite machines

Allow latitude, to permit of slippage and re-spacing occasioned by difference in rate of travel between original and carbon copies

Manuscript

Provide guide lines for hand-writing
Allow more room than for typewriter fill-ins

Machine

Allow room for stamps, punches, and so on.

GENERAL

Instructions

Provide plentifully

Print above, not below, writing area

Provide spaces for initialing to show completion of work, etc.

Short-cuts

Boxes for check-marks (or, areas within which check-marks may be made)

Strike-outs (i.e., print both of 2 choices and allow clerk to strike out one)

Underlines (i.e., print choices, allow clerk to underline choices desired)

Circles (i.e., print choices, allow clerk to encircle choices desired)

Block Form

Placement of instructions, if blocks (or cells) are used.

(Also see "Instructions")

Distinguishing marks (as, pictures) for blocks or cells.

TRIANGULAR TABLES FOR SCHOOLS

Patricia Watson

The evolution of classroom furniture has brought many changes from the two-pupil desks of early pioneer days to the triangular tables now used in ultramodern classrooms.

The three cornered tables now used in the

Indiana University School of Education were designed by Dr. Paul W. Seagers, associate professor of education. Other universities have experimented with these table designs, but Dr. Seagers has added a new twist in the design of practical tables for every educational level from kindergarten to college.

These tables are designed to function as flexible units in classroom groups. They are constructed of wood frames, linoleum tops, and chrome-plated steel legs. The bottoms of the legs are slightly convex to permit easy moving of the tables. The table tops measure 6 feet on a side, being equilateral triangles. This length allows two persons to sit at a side without crowding.



The triangular table illustrated has unsuspected advantages.

The 60 degree angle corners make it possible for members of a group to see the speaker with a minimum of effort. (Simply because it is easier to turn the head to a 60 degree angle rather than a 90 degree angle.)

One table may be both sufficient for a small discussion group or a committee. For large classes, the tables can be moved to form many patterns—a horseshoe, a hexagon, and a large oval seating 40 persons are popular formations. Fourteen triangular tables are used to make the large oval.

Some designs Dr. Seagers is working on, but which have not been put to use as yet, are triangular tables with one right angle. Designed primarily for kindergarten use, one of these tables is 40 by 20 by 44.7 in. When the hypotenuse sides of two of these tables are put together the triangles form a rectangular table suitable for group work. Another small table to be developed measures 20 by 20 by 28.28 in. Two such tables when placed together equal a square. If a larger table is desired, four smaller



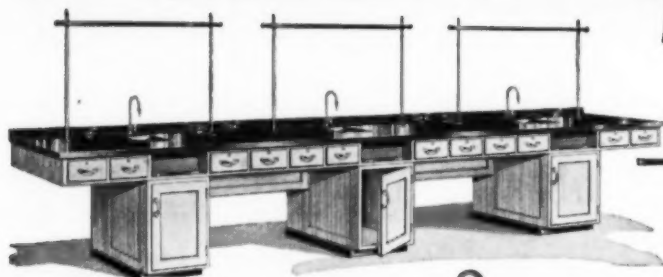
The triangular tables permit of combinations like that illustrated, which accommodates 24 persons.

tables can be placed with their right angle corners together to form a square. Four of the larger tables can be placed side by side to form a square or two rectangles.

Primarily Dr. Seagers' tables are designed to provide flexible units for classroom use. They can also be adapted to home use as coffee tables, game room tables, and end tables.

"PETERSON"
The Name to Choose For
QUALITY FURNITURE

LABORATORY
LIBRARY
VOCATIONAL
AND
HOME
MAKING



School boards throughout the country have accorded Peterson Quality their preference for more than half a century. Relationships of long standing have grown from the advice of our experts in the solution of whatever problems have arisen on the subject of furniture for the laboratory, home making and library departments. This service is yours for the asking . . . without obligation.



WRITE FOR
FREE
CATALOG

DISTRIBUTORS LOCATED THROUGHOUT THE UNITED STATES

LEONARD PETERSON & CO., INC.

1224 FULLERTON AVENUE, . . . CHICAGO 14, ILLINOIS

Minimum Art Requirements

for 4th
5th
6th Grades

Compiled in cooperation with art educators, designed for a limited budget, and based on a class of 30 students.

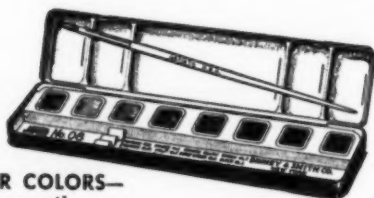


CRAYOLA® Drawing Crayon—16 colors. 1 box per pupil.

B&S Colored Chalk Crayon—No. 400. 1 gross box of assorted colors per class.



ARTISTA® TEMPERA—1 pint each Red, Yellow, Blue, Green, Magenta, Turquoise, Brown, Black, 2 pints white per class.

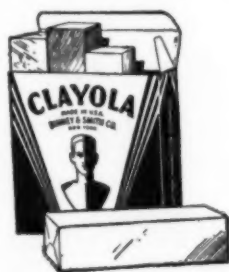


ARTISTA® WATER COLORS—8 colors. 1 box per pupil.



SHAW FINGER-PAINT—1 pint each Red, Green, Blue, Brown, Black, 1/2 pint Yellow per class.

CLAYOLA® MODELING CLAY—10 pounds per class. Available in 1/4 to 5 lb. bars, in 9 mellow colors.



Other Art Materials

FIRMA-GRIP® Paste	2 quarts No. 321F
ARTISTA® Brushes	Large No. 11, 1 doz.
Scissors	1 doz.
Paper— Plain—	2 Reams Cream Manila, 12x18
	2 Reams News Print, 18x24
Colored—	200 Sheets Asst. Colors, 12x18
Finger-Paint	Paper, 200 Sheets, 16x22
India Ink	1 pint
Lettering Pens	3 doz. Asst. 3 Sizes

BINNEY & SMITH CO.

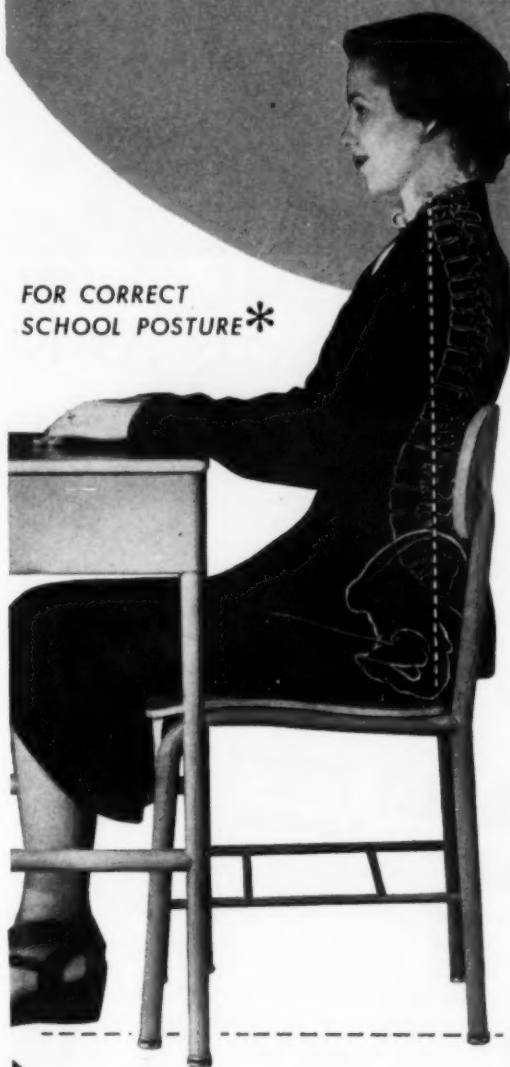
41 E. 42nd St., New York 17, N. Y.

Art and Craft Catalog and complete Suggested Minimum List sent on request. Address Dept. AS-5

NORCOR

TUBULAR DESKS AND CHAIRS

FOR CORRECT SCHOOL POSTURE*

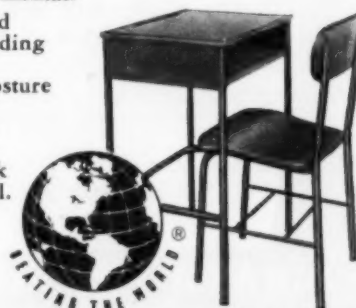


* In their formative years, physically as well as mentally, our youth is confined to the classroom for a large part of the day. Here is an opportunity, of which the teaching profession is fully aware, to encourage the proper physical habits as well as mental.

Norcor Tubular Desks and Chairs are designed according to scientific findings to promote proper school posture as well as comfort.

Physically erect, mentally alert and responsive, the pupil using a Norcor Desk and Chair is a better pupil.

Ask your Norcor distributor, or write for full information.



THE NORCOR MANUFACTURING COMPANY
Dept. A GREEN BAY, WISCONSIN

FACTORIES: GREEN BAY, WIS., PORTSMOUTH, N. H., GILLETT, WIS.



Building Experts Assist Norwalk

The \$708,000 building program of the Norwalk, Ohio, city schools will involve the first school building construction in the city since the high school was built in 1938. The last elementary school was constructed in 1918. The project includes one completely new elementary school and three additions to existing elementary schools, as well as considerable remodeling of a combined elementary and junior high school building.

The building program is based upon needs

pointed out in a survey conducted by Ohio University's Bureau of Educational Research during the school year 1950-51. Dr. E. B. Sessions directed the survey. The building planning is being done co-operatively by the board, Harold Parker, architect, and Dr. John Herrick, of Ohio University's Bureau of Educational Research.

In the illustration, standing (left to right) are: M. J. Conrad, graduate assistant, Survey Division, Bureau of Educational Research, Ohio State Uni-

versity; J. H. McBride, superintendent of schools; Ernest Kohlmyer, vice-president of the board of education; John N. Orebaugh, member of the board of education.

Seated (left to right): Dr. John H. Herrick, head of Survey Division, Bureau of Educational Research, Ohio State University; Harold Parker, architect for the board of education; Dr. George F. Linn, president of the board of education; Mrs. William Wilkinson, member of the board of education; and Paul G. Wetzel, clerk of the board of education.

WISCONSIN SCHOOL BOARDS MEET

The responsibility of industry for better education, the redirection of athletics for educational objectives, the future of American public education, the problems of education for the continuing world crisis, and the preservation of "our critical human materials" through education, were among the subjects discussed by the Wisconsin Association of School Boards at their 31st annual Conference, at Milwaukee, March 27 and 28.

The general sessions and the banquet shared with the Association of School Administrators were addressed by N.A.M. President Wm. J. Grede, Dr. J. B. Edmondson, Robert M. Cole, Hugh Comer, Dr. Martin J. Klotsche, State Supt. George Watson, John E. TePortem, and Governor Walter Kohler.

TAPE RECORDER USERS!

NOW YOU CAN HAVE 3 REELS FOR THE PRICE OF 1

3 - 7" reels (1200 ft.).....\$5.00

1 - 7" reel (1200 ft.).....1.75

3 - 5" reels (600 ft.).....3.50

1 - 5" reel (600 ft.).....1.25

Plastic base, magnetic recording tape, guaranteed

VOGUE TAPE COMPANY

118 Bleecker St.

New York

Sc-4-7440

Write us for information Tape Recorders

THE MIDWEST PEDESTAL LINE FOLDING TABLES

featuring
the...

"DUHONEY-20" AUTOMATIC LOCK

End seating, giving more leg room; double brace; steel channel apron; plastic edge; only some of the many advantages of the Midwest Pedestal Leg Folding Table.

"DUHONEY-20" legs fold for easy storing; lock automatically in place—can't collapse.

CHOICE OF PLYWOOD, MIDTEX, FORMICA AND LINOLEUM TOPS

MIDWEST FOLDING PRODUCTS

ROSELLE, ILLINOIS

DISTRIBUTORS IN ALL MAJOR CITIES



Here's one squeak You can do everything about

Noisy, embarrassing wooden chair squeaks can be licked once and for all and expensive-to-replace chairs made stronger than new with

Hunter's Ever-Tite Lock Nut Furniture Braces. Any handyman can do the work and their first cost is low. Save money for your institution now.

Comes in Two Adjustable Sizes

Number One for Kindergarten size; Number Two for classroom and dining room chairs. If larger, give measurements of one end and side. F.o.b. prices, 12-49 braces, 75¢ each; 50-

99 braces, 72½¢ each; 100 or more, 70¢ each. Used by leading institutions for years; guaranteed to satisfy. Order from this ad or write for facts to

HUNTER MFG. CO.

Box 387 Shannon St.
Ft. Des Moines, Iowa



"How can we give motorists clear and sufficient warning that a school bus is about to stop and discharge children?"

That question has been plaguing safety officials for years. It took a school bus operator in Farmington, Connecticut, to come up with an ingenious, practical solution.

He installed a standard traffic light on the rear of his school bus in the upper left-hand corner, and devised clever, automatic controls to regulate it.



The green light stays on while the bus is traveling. As the bus slows down, the light changes to amber, then to red when the bus stops to pick up or discharge children.

Because the signals are full-size, standard traffic signals and operate on the same principles with which they are familiar, motorists always know whether they can pass, should slow down, or come to a full stop.

State safety officials have high hopes for the idea—plan to present it to the National Safety Council for countrywide consideration.

Here, then, is a promising new development in the field of school bus safety. Crouse-Hinds salutes its originator. To him goes full credit for the idea and for putting it into execution. We thank him for selecting a Crouse-Hinds Traffic Signal as basic equipment.



CROUSE-HINDS

Traffic Signals

CROUSE-HINDS COMPANY Syracuse 1, N. Y.

Offices: Birmingham—Boston—Buffalo—Chicago—Cincinnati—Cleveland—Dallas—Denver—Detroit—Houston—Indianapolis—Kansas City—Los Angeles—Milwaukee—Minneapolis—New York—Philadelphia—Pittsburgh—Portland, Ore.—San Francisco—Seattle—St. Louis—Washington
Resident Representatives: Albany—Atlanta—Baltimore—Charlotte—New Orleans—Richmond, Va.—Salt Lake City
CROUSE-HINDS COMPANY OF CANADA, LTD., Main Office and Plant: TORONTO, ONT.

TRAFFIC SIGNALS

AIRPORT LIGHTING

FLOODLIGHTS

CONDULETS

News of Products for the Schools



EASILY CLEANED

Old Desk Tops Renovated With Beautiful Surface

A way to renovate completely old school desk tops with a beautiful surface which is practically indestructible has been discovered. More than 400 school systems throughout the country have replaced uneven, marred, wooden surfaces with these smooth, clean, plastic tops, in which the plastic is practically invisible and only a simulated wood grain comes shining through. Solving the age-old problem of upkeep, plastic desk tops are immune to acids, inks, and paints. They are stain-proof, glareproof, and germproof. The blonde wood-grain plastic laminate used to resurface the desks practically eliminates maintenance costs. Because it can be kept clean with the mere swish of a damp cloth, these plastic surfaces are ideal for kindergartens and art rooms where clay, crayons, and water paints are used.

For information, write to the *American Cyanamid Company, Section S.B.J., 30 Rockefeller Plaza, New York 20, N. Y.*

(For Convenience, Circle Index Code 010)

Announce New Heavy Window Glass With Heat-Absorbing Qualities

The functional characteristics of Solex, heat-absorbing, glare-reducing plate glass, have been successfully imparted to a flat drawn sheet glass. To be known as Pennvernion Solex, the new greenish tint heavy flat drawn glass product possesses approximately the same heat and glare-reducing properties as the 1/4-in. Solex plate glass product.

For more details write to *Pittsburgh Plate Glass Company, Section S.B.J., 632 Duquesne Way, Pittsburgh, Pa.*

(For Convenience, Circle Index Code 011)

Process Retains Screen Whiteness and Reflectivity

A new process that retains the whiteness and brilliant reflective qualities of glass-beaded projection screen fabrics for many years has just been announced by Radiant Manufacturing Corporation. The fabric is put through a special coating treatment which gives it a permanent whiteness that is guaranteed for ten years. According to the manufacturer, "Perma-White" is washable, flame and mildew proof, making it adaptable to any climate.

For further information, contact: *Radiant Manufacturing Corp., Section S.B.J., 2627 W. Roosevelt Road, Chicago 8, Ill.*

(For Convenience, Circle Index Code 012)

Chemical Research Film Available to Schools

A motion picture on chemical research — how it works and what it does — has been made available without charge by the Du Pont Company. A 16mm. sound film in full color, it is 20 minutes in length. "A Story of Research" is of general interest, dealing as it does with the industrial work which has brought so many of the modern things for better living. It is available on request from the *Du Pont Company, Section S.B.J., Wilmington 98, Del.*

(For Convenience, Circle Index Code 013)

Remote Type Room Air Conditioner Devised

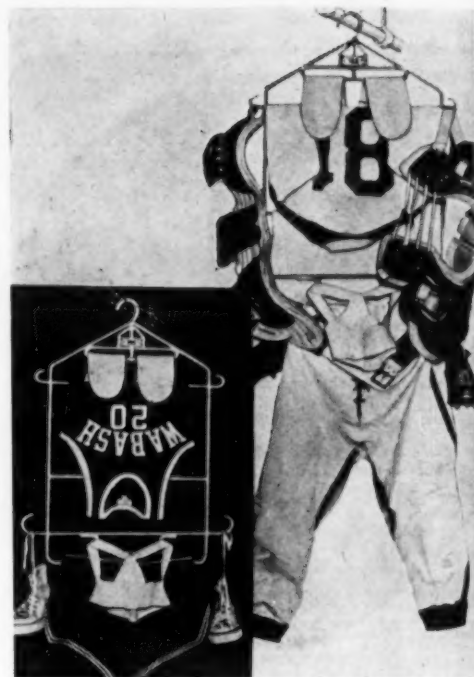
A new remote type room air conditioner for multiple installation that provides both summer cooling and winter heating has been placed on the market. Called the Remotaire, it is connected to centrally located water heating and cooling plants, and offers individual control of temperature in every room without affecting adjoining spaces.

For information write to *American Radiator & Standard Sanitary Corp., Section S.B.J., Pittsburgh 30, Pa.*

(For Convenience, Circle Index Code 014)



VERSATILE FOR ALL SEASONS



STORAGE PROBLEM SOLUTION

Storage Hanger for Uniforms Eliminates Gymnasium Odors

The problem of storing athletic uniforms without also storing objectionable gymnasium odors has been solved by the All-American Uniform Hanger, which, although introduced just recently, has found enthusiastic acceptance. The hanger holds all the player's football, basketball, or baseball gear in such a fashion that drying is quick and hygienic. Surprisingly compact and intelligently designed, it is ruggedly constructed of extra heavy steel rod nearly 1/4 in. in diameter, electrically welded into a tremendously strong, integral unit, and is said by its manufacturers to render a lifetime of service under severest use. Besides offering maximum air exposure to the uniform, the hanger is so engineered as to take up minimum space, an important consideration when storage room is limited.

For further information, write to *American Playground Device Company, Section S.B.J., Anderson, Ind.*

(For Convenience, Circle Index Code 015)

Brand-New Record Guide To Be Published

A Classical and Education Record Guide to be published in May contains a cross-referenced listing of all important classical music recordings in three speeds, and a list of recorded material in the fields of Documentary, Ethnography, Drama, Religion, Sound Effects, Science, Foreign Language Courses, and others. It is specifically designed to aid in locating unusual and hard-to-find records.

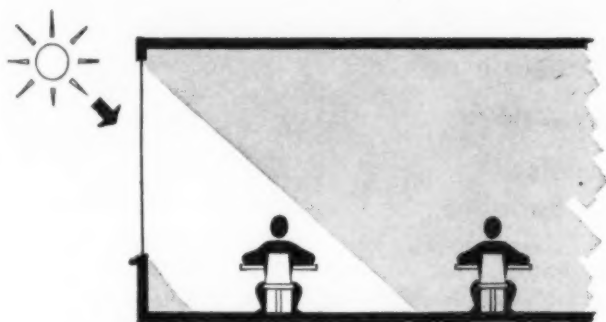
Copies may be purchased from *Audio-Master Corporation, Section S.B.J., 341 Madison Avenue, New York 17, N. Y.*

(For Convenience, Circle Index Code 016)

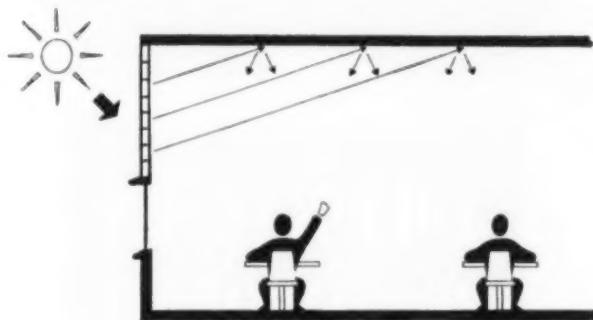
(Continued on page 104)

FACTS YOU SHOULD KNOW ABOUT daylighting your school

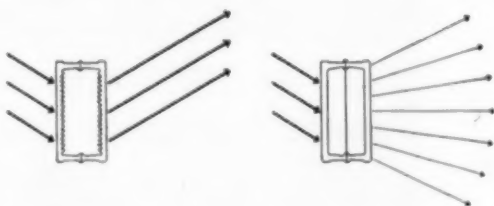
WITH PITTSBURGH CORNING GLASS BLOCKS



QUESTION . . . How can we achieve the control of daylight over wider areas in our classrooms, workshops, laboratories, and other rooms where critical seeing tasks are involved?



ANSWER . . . Use PC Functional Glass Blocks. They are especially designed to direct or diffuse natural daylight, so that it may be properly controlled for maximum illumination, with comfort. This diagram shows how a classroom is "daylighted" with PC light-directing glass blocks.



TWO TYPES of PC Functional Glass Blocks are available—light-directing and light-diffusing.

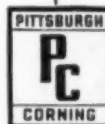
Nowhere is good daylighting more important than in school buildings. That is why the country's leading educators and school administrators insist upon the installation of PC Glass Blocks—to promote efficiency, reduce eye fatigue, guard students' health, and contribute toward creating the "Co-ordinated Classroom," in which a learning environment is provided keyed to the development of the *whole* child.

In addition to many purely decorative patterns, PC Glass Blocks are available in *functional* patterns that specifically *direct* or *diffuse* daylight. With PC *Functional* Glass Blocks, the most exacting daylight control and distribution needs can be met without shading. These functional patterns include two principal types. One type controls light by *bending* or *directing* it upward. The other type by *diffusing* it. The light-directing glass blocks, installed above eye level, have internal prisms that project incident daylight above the field of vision and thus distribute illumination with remarkable uniformity throughout the room. The light-diffusing glass blocks break up harsh rays and flood interiors with softly diffused light of high quality.

Our specialists will be glad to consult with you on any problem involving the daylighting of your school. Ask for their help. There is no obligation.

Other Facts: PC Glass Blocks cut maintenance costs; assure privacy; eliminate outside noises and distracting views; stop infiltration of dust and grit; reduce cleaning expense; cut heating and air-conditioning costs; are immediately available.

Mail this coupon for complete information



Pittsburgh Corning Corporation
Dept. K-51, 307 Fourth Avenue
Pittsburgh 22, Pa.

Without obligation, please send me a FREE copy of your booklet on the use of PC Glass Blocks in schools and other public buildings.

Name.....

Address.....

City..... State.....

PITTSBURGH CORNING CORPORATION • PITTSBURGH 22, PENNSYLVANIA

News of Products . . .

(Continued from page 102)

Slide Projection Attachment For Arc Spotlamp Developed

A new slide projector attachment, for use with the widely sold Trouper high intensity arc spotlamp, has just been developed by the Strong Electric Corporation, Toledo. It is especially designed for use in projecting song slides and advertising slides in theaters, drive-ins, hotels, resorts, and



SPECIAL SLIDE DEVICE

night clubs and for visual education and training subjects in schools and colleges. The intense light of the Trouper projects a clean, sharp, clearly defined picture, even on largest screens, with motion picture

brilliance attained on screens up to 22 ft. wide. The Trouper plugs into any 110-volt outlet, no heavy rotating equipment being necessary. An adjustable, self-regulating transformer is an integral part of the base.

For information write to *The Strong Electric Corporation, Section S.B.J., 46 City Park Avenue, Toledo 2, Ohio.*

(For Convenience, Circle Index Code 017)

Increasing Use of Glass Affects Domestic Economy

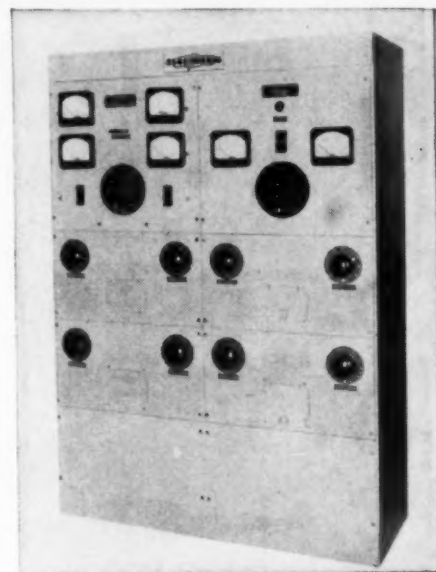
Increasing use of glass as an engineering material probably will materially affect the conditions of our industrial and domestic economy, according to Dr. W. W. Shaver, director of product development, Corning Glass Works. "Glass can be tailored for thousands of products better made of glass than any other material," he said. He said glass as an engineering material can be made lighter than cork and almost as heavy as iron; in a wide range of hardness, and in fibers as soft as silk.

(For Convenience, Circle Index Code 018)

Physics Laboratory Panels Supply Variable Power Supplies

The Electro-Sig multi-circuit power supply panel brings to school laboratories, in a single unit, all of the variable power supplies from a fraction of a volt to maximum requirements, in both alternating and direct current. The equipment is safe,

stable, and reliable. With the Electro-Sig all the power required for any experiment is instantly available at all laboratory test wall and table outlets. No batteries, motor generators, transformers, or other portable units are required.



POWER SUPPLY PANEL

For complete information address *Walter H. Niemann, president, Electro-Sig Corporation, Section S.B.J., P.O. Box 113, Buffalo 21, N. Y.*

(For Convenience, Circle Index Code 019)

(Continued on page 106)

TO COMMEMORATE THE GRADUATE CLASS OF '52

A dependable, non-freezing Outdoor Drinking Fountain to ease the thirst of thousands in the years that are ahead.



Supplying fresh drinks of water it will bless youth for generations to come.

A fitting reminder of the Graduate Class of 1952!

This fountain can be installed during the summer recess.

The Murdock Mfg. & Sup. Co.
Cincinnati 2, Ohio

MURDOCK
OUTDOOR
DRINKING
FOUNTAINS
—
HYDRANTS
—
STREET
WASHERS

AMERICAN PLAYGROUND DEVICE CO.

★
WORLD'S LARGEST MANUFACTURERS
OF FINE PLAYGROUND, SWIMMING POOL
AND PHYSICAL FITNESS EQUIPMENT
★

ANDERSON, INDIANA

dust-free, anti-slip Floor Protection for schools

with VELVA-SHEEN

VELVA-SHEEN is unsurpassed as THE modern treatment for floors of all types. It can be used daily on wood, cement, linoleum, terrazzo, rubber tile, asphalt tile, cork or composition floors. A Majestic Sweeping Mop, properly treated with VELVA-SHEEN is a fool-proof combination for perfect floor maintenance.

● DUST FREE

VELVA-SHEEN attracts and picks up dust and dirt particles. These particles adhere together in the sweeping mop and a slight shaking of the mop dislodges the dust and dirt without any mess. Thus, for HEALTH'S SAKE use VELVA-SHEEN in floor maintenance—it does not scatter germ-laden dust. VELVA-SHEEN contains a germicide, a deodorant and a disinfectant.

● ANTI-SLIP

Underwriters' Laboratories, Inc., have certified that VELVA-SHEEN treated floors present no hazard from slipperiness. VELVA-SHEEN also eliminates fire hazard as it is NOT subject to spontaneous combustion. Here are two safety factors that alone make VELVA-SHEEN an outstanding product for daily floor maintenance.

● ECONOMY

The VELVA-SHEEN system is an economical system. The work of maintenance men is cut virtually in half. When used as a supplement to wax, VELVA-SHEEN is economical because it preserves the expensive wax, prolonging its life three to four times. You save on many other items: hair brooms, water buckets, scrub brushes, soap, etc.

WRITE NOW for more details concerning this finest of all floor treatment, and request our...

free generous-size sample bottle of VELVA-SHEEN.

MAJESTIC WAX COMPANY

2139 BLAKE STREET

DENVER, COLORADO

Distributors in all Principal Cities

Makers of VELVA-SHEEN • MAJESTIC SWEEPING MOPS • VELVA SHEEN DUST CLOTHS



News of Products . . .

(Continued from page 104)

Floor Marking Material Outlasts Other Types

A new floor marking material that outlasts other markings five-to-one, is faster to apply, and permits immediate use of the floor was made available this month for marking indoor recreational areas. The material previously used exclusively on industrial floors, is "Scotch" brand plastic film tape No. 471. The new material can be used to mark boundary and rule-of-play lines on basketball courts, volleyball courts, tennis courts, and other recreational areas. In addition, the tape can be used to mark off permanent or temporary racing lanes on the bottom of all swimming pools.



PASTES ON

For further information write to the Minnesota Mining and Manufacturing Co., Section S.B.J., 900 Fauquier Street, St. Paul 6, Minn.

(For Convenience, Circle Index Code 020)



The Salesman and the Customer

By Frank Van Slyke*

The traveling salesman today has a hard and trying job. He usually has a large territory to cover. He is given a sales quota to meet which he can hardly reach, unless he drives himself to the utmost. This quota means an increase in the volume of old business from school districts, plus a percentage of new business from schools who have never bought from the company.

The salesman spends much of his time trying to see the right person in the school office who actually places the orders. After he gets to see customer number one he dashes to the next city or town to see customer number two. Yes, the salesman has been told by his company if he sees enough prospects each day he can make his quota. And sometimes the school executive in charge of buying is not too kind to the salesman, which makes his work at times unpleasant.

What does the school buyer expect of the salesman? He expects the salesman to represent a reputable company which has articles of educational value, and stands back of its products. The average school buyer is not much interested in a fly-by-night salesman who may never be seen again. Most school customers like a salesman who is neat and clean in his appearance—but above all a man who is de-

pendable and courteous. No one cares for a salesman who is of the high-pressure type, the insulting type, or the type that tries to tell the schoolman how to run the school. When this caliber of salesman enters the office the schoolman often wishes there was a hole in the floor and he could quietly disappear.

The school executive looks forward to seeing the salesman who has at least some understanding of the purpose and work of the schools and who has a product which fits into the educational program. This statement applies equally to textbooks and library books and to articles as remote from instructional use as floor finishes and garden hose. Unless an article contributes to the efficient and economical conduct of the school, the schoolman has no reason to waste his valuable time in an interview. On the personal side, the salesman is not welcome who tries to oversell or who becomes angry when he cannot make a sale every time he calls.

It is hard to understand why a company allows a salesman to represent it, who by his personality and actions builds ill will for his employers. Surely, if a company is building up permanent prosperity for itself and its products, careful efforts will be made to eliminate every man who does not build up respect for himself and the products he sells.

*Superintendent of Schools, Griffith, Ind.

Model Railroading Film Available Free

A new film on model railroading, "Boys' Railroad Club," is available for free loan to schools. The 15-minute film tells about a boys' hobby club where the members operate their own model railroad system. The small-scale railroad is realistic down to the last spike, with remote control switches, freight yards, lighted stations, tree-lined streets, trestles, tunnels, and even locomotives that puff smoke. Trains are shown rounding bends, on the straightaway, roaring through tunnels, and in the yards. The audience is also given an "engineer's eye view" of railroading from the cab of a fast streamliner.

The film may be borrowed at no charge except transportation from Association Films: Section S.B.J., 35 W. 45th Street, New York.

(For Convenience, Circle Index Code 021)

180 Different Hues Possible In Rubber Emulsion Paint

The newly developed Dramatone System of colors for rubber emulsion paint for interiors covers 180 different hues. This system now enables the user to obtain the advantages of latex emulsion paint—extreme ease of application, fast-drying, complete washability—in a range of colors covering the entire spectrum. The Dramatone System not only permits a selection of a vast panorama of color but makes color selection, purchase and mixing of rubber emulsion paint for building interiors an easy, time-saving job without leftovers or guesswork.



CHART OF COLORS

For more information write to: The Glidden Company, 1396 Union Commerce Building, Section S.B.J., Cleveland 14, Ohio.

(For Convenience, Circle Index Code 022)

Descriptive Material

▶ A second printing of International Harvester Company's good-humored and popular promotional booklets entitled "He's Our Baby!" is now available from the Consumer Relations Department, International Harvester Company, Section S.B.J., 180 North Michigan Avenue, Chicago, Ill.

(For Convenience, Circle Index Code 023)

(Continued on page 107)

- The first full-line catalog of "Dura-Decor" coated Fiberglass drapery and curtain fabrics has just been issued by the Duracote Corporation, 350 North Diamond Street, Ravenna, Ohio. *Dura-Decor* fabrics are used extensively for stage curtains, window drapes, room-darkening curtains, room dividers, and decorative drapes in all places of public assembly. The *Dura-Decor* catalog is now available on request from the *Duracote Corporation*, Section S.B.J., 350 North Diamond Street, Ravenna, Ohio.

(For Convenience, Circle Index Code 024)

- Effective floor maintenance in one half the usual time is discussed in new descriptive material of the Majestic Wax Company for its product *Velva-Sheen*. Certified by Underwriters' Laboratories, Inc., as antislip and not subject to spontaneous combustion, *Velva-Sheen* is also highly touted as completely efficient in attracting and picking up all dust and dirt particles. Literature and a free sample may be obtained by writing to *Majestic Wax Company*, Section S.B.J., 2139 Blake Street, Denver, Colo.

(For Convenience, Circle Index Code 025)

- "How to Make the Most of Daylight," the title of a new booklet describing the advantages of glass blocks in the schools, has just been issued. Copies may be obtained by writing to the *Pittsburgh Corning Corporation*, Section S.B.J., 307 Fourth Ave., Pittsburgh 22, Pa.

(For Convenience, Circle Index Code 026)

- A new catalog featuring the Monroe De Luxe



Folding Pedestal Banquet Table — the most popular table in the entire Monroe line is now available. Such special and exclusive features as the rigid chassis, nontip design, storage ease, no knee interference, the exclusive Locking Design and pedestal installation among others are fully

described and well illustrated. The catalog also features other Monroe folding tables and benches, as well as folding chairs and other equipment. A copy of the 1952 Monroe catalog may be procured by writing *The Monroe Company*, Section S.B.J., 6 Church St., Colfax, Iowa.

(For Convenience, Circle Index Code 027)

- A complete catalog of school seating products is available from the *Griggs Equipment Company*, Section S.B.J., Belton, Tex.

(For Convenience, Circle Index Code 028)

- The original tubular steel school furniture in its most recent designs is described in a new folder which may be had upon request by writing to the *Heywood-Wakefield Co.*, Section S.B.J., Gardner, Mass.

(For Convenience, Circle Index Code 029)

- A booklet, entitled "Education Grows," dealing with the relation of physical environment to mental activity, particularly in respect to sight and posture, is available from: *The American Seating Company*, Section S.B.J., Grand Rapids 2, Mich.

(For Convenience, Circle Index Code 030)

- Features of the low-cost school building developed by the University of Michigan known as the "Unistrut School," described in the March issue of the *SCHOOL BOARD JOURNAL*, are described in a fully illustrated school project booklet. Copies may be obtained by writing to the *Unistrut Products Company*, Section S.B.J., 1013 W. Washington Blvd., Chicago 7, Ill.

(For Convenience, Circle Index Code 031)

Check List of Advertisers, New Supplies, and Equipment

To facilitate use of this index, a code number identifies the advertisements and new supplies and equipment carried in this issue. The page reference is also included. In requesting further details, subscribers may write direct to the individual companies or may use the coupon when requesting information from a number of firms.

CODE NO.	PAGE NO.	CODE NO.	PAGE NO.
50 ADAMS & WESTLAKE CO.	4	563 TAYLOR COMPANY, HALSEY W.	78
51 AMERICAN CRAYON COMPANY	6	564 TITUSVILLE IRON WORKS CO.	68
52 AMERICAN DESK MFG. COMPANY	85	565 TODD SHIPYARDS CORPORATION	78
53 AMERICAN PLAYGROUND DEVICE CO.	104	(COMBUSTION EQUIP. DIV.)	18
54 AMERICAN SEATING COMPANY	64	566 TRANE COMPANY	13
55 AMERICAN STRUCTURAL PRODUCTS COMPANY	23	567 TROPICAL PAINT & OIL CO.	71
56 BARRICKS MFG. CO.	86	568 UNDERWOOD CORPORATION	98
57 BECKLEY-CARDY COMPANY	88	569 UNIVERSAL BLEACHER COMPANY	86
58 BESELER COMPANY, CHAS.	75	570 VALLEN, INC.	76
59 BINNEY & SMITH CO.	99	571 VESTAL CHEMICAL COMPANY	100
510 BURROUGHS ADDING MACHINE CO.	81	572 VOGUE TAPE COMPANY	87
511 BUTLER MANUFACTURING COMPANY	14	573 VICTOR ANIMATOGRAPH CORP.	20
512 CERTIFIED EQUIPMENT MFGS.	9	574 WAKEFIELD BRASS CO., F. W.	83
513 CLARIN MANUFACTURING CO.	90	575 WAYNE IRON WORKS	65
514 CRANE COMPANY	21	576 WEBER COSTELLO COMPANY	2
515 CROUSE-HINDS COMPANY	101	577 WESTINGHOUSE ELECTRIC CORP.	(DECORATIVE MICARTA)
516 DELTA — ROCKWELL POWER TOOL DIVISION	93		
517 DODGE DIV. CHRYSLER MOTORS	66		
518 DURACOTE CORPORATION	15		
519 ENCYCLOPAEDIA BRITANNICA FILMS, INC.	74		
520 FENESTRA BUILDING PRODUCTS	19		
521 GODEYAR TIRE & RUBBER CO.	16		
522 GRIGGS EQUIPMENT COMPANY	77		
523 HEYWOOD-WAKEFIELD CO.	61		
524 HILLARY SALES COMPANIES	79		
525 HORN BROTHERS CO.	73		
526 HUNTER MFG. CO.	100		
527 HUNTINGTON LABORATORIES, INC.	97		
528 INTERNATIONAL BUSINESS MACHINES CORP.	67		
529 JOANNA WESTERN MILLS COMPANY	84		
530 KEWANEE BOILER CORP.	8		
531 KEWAUNEE MFG. COMPANY	63		
532 LIBBEY-OWENS-FORD GLASS CO.	24		
(THERMOPANE)	12		
533 LUDMAN CORPORATION, THE	105		
534 MAJESTIC WAX CO.	22		
535 MAPLE FLOORING MANUFACTURERS ASSN.	100		
536 MIDWEST FOLDING PRODUCTS	70		
537 MINNEAPOLIS-HONEYWELL REGULATOR CO.	72		
	10 & 11		
538 MITCHELL MFG. CO.	99		
539 MONROE COMPANY, THE	17		
540 MONTGOMERY MANUFACTURING COMPANY	96		
541 MURDOCK MFG. & SUPPLY CO.	92		
543 NELSON, HERMAN, DIVISION AMERICAN	103		
AIR FILTER CO.	59		
544 NESBITT, INC., JOHN J.	7		
545 NORCOR MFG. COMPANY, INC.	96		
546 ONEIDA PRODUCTS CORPORATION	96		
547 PENNSYLVANIA SLATE PRODUCERS GUILD	94		
548 PETERSON & CO., LEONARD	95		
549 PITTSBURGH CORNING CORP.	69		
550 PITTSBURGH-DES MOINES STEEL CO.	108		
551 PITTSBURGH REFLECTOR CO.	91		
552 POWERS REGULATOR CO.	1		
553 PREMIER ENGRAVING COMPANY	80		
554 PROFESSIONAL DIRECTORY	82		
555 RODDIS PLYWOOD CORP.			
556 ROYAL TYPEWRITER COMPANY, INC.			
557 SCHIEBER SALES MANUFACTURING CO.			
558 SEXTON & COMPANY, INC., JOHN			
559 SHELTON EQUIPMENT CO., E. H.			
560 SLOAN VALVE COMPANY			
561 STANDARD ELECTRIC TIME CO.			
562 SYLVANIA ELECTRIC PRODUCTS, INC.			

For information on products, services, booklets, and catalogs, advertisers may simply encircle the code number identifying a product. (Clip and mail the coupon below to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention.)

THE AMERICAN SCHOOL BOARD JOURNAL 400 North Broadway, Milwaukee 1, Wis.

May, 1952

Please send information offered in the advertisements we have encircled.

ADVERTISING INDEX

50	51	52	53	54	55	56	57	58	59	510	511
512	513	514	515	516	517	518	519	520	521	522	523
524	525	526	527	528	529	530	531	532	533	534	535
536	537	538	539	540	541	542	543	544	545	546	547
548	549	550	551	552	553	554	555	556	557	558	559
560	561	562	563	564	565	566	567	568	569	570	571
572	573	574	575	576	577						

NEWS OF PRODUCTS FOR THE SCHOOLS

010	011	012	013	014	015	016	017	018	019	020	021
022	023	024	025	026	027	028	029	030	031		

Also information on

Name _____

Title _____ Please Print _____

School _____

City _____ Zone _____ State _____

TWA—Trans World Airlines



iving appetites a lift!

Meals served on the wing demand the utmost skill and care in preparation and timing. No wonder the air lines consistently choose Sexton foods . . . as do most who serve the public. A meal sparked with a side dish of Sexton relishes, pickles, and olives, soars above mere mediocrity. Their superior flavor and piquancy reveal the painstaking care with which they are selected and sweetened in our Sunshine Kitchens, using only the finest of ingredients. In the air or on the ground you can serve no better.

Sexton
Quality Foods

JOHN SEXTON & CO., CHICAGO, 1952